



## **AGENDA**

**October 19-20, 2016  
Lewis-Clark State College  
Williams Conference Center  
(4<sup>th</sup> Street and 9<sup>th</sup> Avenue)  
Lewiston, Idaho**

**Wednesday, October 19<sup>th</sup>, 2016, 10:00 am**

### **BOARDWORK**

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

### **PLANNING, POLICY & GOVERNMENTAL AFFAIRS**

1. Lewis-Clark State College Annual Progress Report

### **WORK SESSION**

#### **Instruction, Research, & Student Affairs**

- A. NWCCU Discussion

#### **Planning, Policy & Governmental Affairs**

- B. Indian Education Committee – Tribal Governance Structure Discussion
- C. Performance Reporting
  - Performance Measure Reports
  - Remediation Report
  - Career Technical Teachers Data
  - Data Dashboard

**Thursday, October 20<sup>th</sup>, 2016, 8:00 am**

### **OPEN FORUM**

### **CONSENT AGENDA**

#### **BAHR Finance**

1. Idaho State University - Multi-Year Contract – SpeedConnect

2. University of Idaho - License Agreement – Sprint Infrastructure – Operation and Maintenance of Theophilus Tower
3. University of Idaho - License Agreement – Sprint Infrastructure– Operation and Maintenance of UI “I” Water Tank
4. University of Idaho - Donation to Coeur d’Alene Center “Fiber Line”

**PPGA**

5. Indian Education Committee Appointments
6. State Rehabilitation Council Appointments
7. President Approved Alcohol Permits

**SDE**

8. 2015-2016 AdvanceED Accreditation Report
9. Cassia County School District - Albion Elementary School – Hardship Status

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS**

2. Idaho Division of Vocational Rehabilitation Annual Progress Report
3. STEM Action Center Update
4. Idaho Department of Labor – Workforce Projections Report
5. Workforce Development Council – Annual Report
6. Board Policy - I.E., Executive Officers – Second Reading
7. Temporary Rule – IDAPA 08.02.01 – Data Collection
8. Educator Preparation Programs – Definition – Low Performing

**DEPARTMENT OF EDUCATION**

1. Superintendent’s Update
  - FY2018 Public School Budget Request
  - Idaho Reading Indicator Request for Proposal
2. Temporary Rule – IDAPA 08.02.02.004.07 – Alternate Assessment Achievement Standards

**BUSINESS AFFAIRS & HUMAN RESOURCES**

**Section I – Human Resources**

1. Board Policy - Section II.F. – Policies Regarding Non-classified Employees, Vehicle Insurance – Second Reading
2. Board Policy – Section II.F. Policies Regarding Non-classified Employees, Vacation Accrual – First Reading

**Section II – Finance**

1. FY 2017 Sources and Uses Of Funds
2. Board Policy - Section V.S. – Allocation of Lump Sum Appropriation – First Reading
3. Idaho National Laboratory - Board Sponsorship of Cybercore & Collaborative Computing Projects – Update
4. Boise State University - Capital Project Construction Phase – Fine Arts Building
5. Idaho State University - Purchasing Policy

6. Lewis-Clark State College - Capital Project Financing Plan and Construction Phase – Spalding Hall Renovation

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS**

1. Board Policy III.L. Continuing Education and Credit for Prior Experiential Learning – First Reading
2. Board Policy III.Z. Planning and Delivery of Postsecondary Programs and Courses – First Reading
3. Board Policy III.O. Course Placement – Second Reading
4. Dual Credit Recommendations

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

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**BOARDWORK  
OCTOBER 20, 2016**

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1. Agenda Approval

Changes or additions to the agenda

2. Minutes Approval

**BOARD ACTION**

**I move to approve the minutes from the August 10-11, 2016 regular Board meeting and the September 23, 2016 special Board meeting, as submitted.**

3. Rolling Calendar

**BOARD ACTION**

**I move to set October 18-19, 2017 as the date and Lewis-Clark State College as the location for the October 2017 regularly scheduled Board meeting and to amend the date for the April 2017 Regular Board meeting to April 19-20, 2017, the June 2017 Regular Board meeting to 14-15, 2017 and the August 2017 Regular Board meeting to August 9-10, 2017.**

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**BOARDWORK  
OCTOBER 20, 2016**

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Trustees of Boise State University  
Trustees of Idaho State University  
Trustees of Lewis-Clark State College  
Board of Regents of the University of Idaho  
State Board for Career-Technical Education

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**DRAFT MINUTES  
IDAHO STATE BOARD OF EDUCATION**

**August 10-11, 2016  
Idaho State University  
Pond Student Union Building  
Salmon River Suite  
1065 South Cesar Chavez Avenue  
Pocatello, Idaho**

The Board met for its regularly scheduled meeting on August 10-11, 2016 at Idaho State University in Pocatello, Idaho. Board President Emma Atchley called the meeting to order at 10:00 am and introduced new Board member Andrew Scoggin, along with Dr. Richard (Rick) MacLennan as the new president of North Idaho College. Idaho State University President Dr. Art Vailas welcomed the Board to Pocatello and gave a warm welcome to the Board, staff, and other guests.

**Present:**

Emma Atchley, President  
Linda Clark, Vice President  
Debbie Critchfield, Secretary  
Don Soltman

Richard Westerberg  
Dave Hill  
Andy Scoggin

**Absent:**

Sherri Ybarra, State Superintendent (absent Wednesday)

**BOARDWORK**

1. Agenda Review / Approval

**BOARD ACTION**

**M/S (Clark/Westerberg): To approve the agenda as printed.** The motion carried unanimously.

2. Minutes Review / Approval

**BOARDWORK**  
**OCTOBER 20, 2016**

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**BOARD ACTION**

**M/S (Clark/Soltman): To approve the minutes from the June 2, 21016 special Board meeting and the June 15-16, 2016 regular Board meeting, as submitted.** The motion carried unanimously.

3. Rolling Calendar

**BOARD ACTION**

**M/S (Clark/Hill): To set August 16-17, 2016 as the date and Idaho State University as the location for the August 2017 regularly scheduled Board meeting.** The motion carried unanimously.

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)**

1. Idaho State University Annual Report and Tour

Idaho State University (ISU) President Art Vailas welcomed the Board to the Pocatello campus for the August meeting. As part of his report to the Board, he guided Board members and staff on a tour of key areas on campus. Specific details regarding the institutions' progress toward meeting its strategic plan goals may be found in the attached report.

**WORK SESSION**

**PPGA**

- A. Data Dashboard Discussion

Dr. Cathleen McHugh, Accountability Program Manager from the Board office, provided a report for the Board commenting that there are three parts to her report: ISU IPEDS Data Feedback Report, SAT data, and examples of data dashboards from other states (to illustrate examples of dashboards for the Board). She started by indicating the IPEDS Data Feedback Report compares ISU to ISU defined (and Board approved) peers who are found mainly in the west and midwest. She reported on measures a student may consider when deciding to go to ISU such as academic year tuition and required fees. For tuition and fees, ISU compares very favorably to its median peers. Related to what kinds of aid a student may receive also showed rather favorably for ISU compared to its peers in most areas. The data showed that there is perhaps a different kind of student attending ISU than its peers. Regarding bachelor's degree graduation rates, and in looking at the institutional data, it shows that ISU ranks lowest for the three graduation rates (4, 6, and 8 year). Related to core revenues, ISU receives a greater share of its core revenues from tuition and fees than the median institutions with the exception of four other institutions; the University of Wyoming receiving the most funding for FTE. ISU receives a little more than one third of its revenues from tuition and fees and a little more than one third from state appropriations. It ranks fourth among all the universities in terms of the share it receives from tuition and fees, and third in terms of state appropriations. Related to government grants and gifts, it is in the middle of the peer group. Dr. McHugh reviewed ISU's core expenses per FTE enrollment by function which shows it spends more than the median peer institutions on instructional expenses and quite a bit less on research. Other areas such as public service, academic support, institutional support, and student services were considerably less. In the category of "other" core expenses, ISU ranks above their peers. This area includes

**BOARDWORK**  
**OCTOBER 20, 2016**

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expenses such as scholarships and miscellaneous core expenses. Mr. Freeman clarified that in reviewing the data related to ISU, data will be reviewed for each institution according to the meeting schedule – for instance LCSC will be reviewed in October at the next regular meeting.

Dr. McHugh provided a presentation of the 2016 April SAT test data and patterns found in the data. She discussed the SAT data dashboard, patterns in test scores by gender, region, urbanicity, and the future use of SAT test scores, pointing out how these reports assist in determining the overall “health” of the education system, specific schools, or institutions. Related to the SAT scores by region (there are 6 in Idaho), the data shows Regions 1, 2, and 3 are fairly similar in the median composite score, the median math, and the median English scores. Regions 4, 5, and 6 are slightly lower than regions 1, 2, and 3. Region 4 is where scores are the lowest. Results by gender show a gap between males and females being college ready, with the females being behind; 34% of males are college ready and 32% of females are college ready, showing a disparity between genders in preparation for college. Dr. McHugh reviewed SAT scores by ethnicity which showed a gap between Hispanic and non-Hispanic students. Additionally, students attending in rural districts have slightly lower scores overall.

She next provided examples of data dashboards from other states. Dr. McHugh reported on and walked the Board through the data dashboards used by Kentucky, Florida, Texas and Colorado. She reminded the Board members that how they want to use the data will influence how the data dashboard will look. The data is very driven by specific questions of that state’s interests.

There was some discussion on what data to include on the dashboard. Dr. Clark recommended having a drill down factor taking into consideration the user (i.e, public user, Board user, etc.). There was a request by staff for Board input on what they would like to see in the way of a data dashboard. Mr. Westerberg asked if there should be a single dashboard or separate one for K-12 and higher education. He also asked who would be using it: parents, schools, students, etc. Ms. Atchley expressed that she envisioned it designed for the Board’s use in its work. She asked the Board members for their input. Mr. Soltman felt the dashboard for the Board should be explored first, then whether to expand it to the public. One question was if it should be live and immediately interactive. Dr. Hill felt in the narrow sense the Board should pick what is appropriate for its use and start with what data is available to the public such as IPEDS and SAT. They discussed including graduation rates also. Ms. Critchfield pointed out there are also federal requirements for reporting and suggested some system of metrics - and to start simply. Mr. Westerberg felt there are different data sets for different applications, for instance policy management and K-12. He recommended using the strategic plans and KPIs from those plans. He also felt a public information dashboard would be in order. There was additional discussion about the KPIs forming the basis for the data dashboard. Dr. Clark pointed out that because of Idaho’s higher education governance, there is a unique opportunity to communicate to the public a system-wide vision for improvement. It would help facilitate explaining things that are happening, what we’re measuring, and what the Board is doing toward the 60% goal. She pointed out it would also help inform the legislature.

Ms. Atchley provided further that it would be helpful to have a lineal comparison of the institutions and get a better idea of what strengths and weaknesses are present, and how to share best practices. Mr. Westerberg suggested seeing average of peer comparisons for KPIs, and also to consolidate them or identify the most meaningful ones to review (but not more than five). Dr. Clark suggested a public portion be developed after the Board establishes what it needs for its portion of the dashboard. A public system will be an opportunity for communicating

**BOARDWORK**  
**OCTOBER 20, 2016**

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to Idaho citizens. Dr. Hill felt following the strategic plan is a good idea but recommended putting the “critical few” indicators on the dashboard, going along with Richard’s point of not having too many KPIs; that they need to distill the dashboard down to the key areas. Ms. Atchley asked if the Board would like to develop a working group. Mr. Freeman would like to review the feedback with Mr. Howell, the Board’s Director of Research, and discuss what is aspirational, and provide a mock up for the Board. Mr. Soltman asked about one or two dashboards – one for k12 and one for higher education. President Atchley responded they would start first with a higher education dashboard.

B. Higher Education Action Plan

**BOARD ACTION**

Mr. Matt Freeman, Executive Director from the Board office, provided that earlier this year the Governor asked the Board to develop a five year plan for higher education. Mr. Freeman pointed out the Board’s Strategic Plan is in fact a five year plan for public education, but fulfilling the Governor’s request will require the Board to identify specific activities by which to operationalize the Plan. Board staff have mapped the plans goals and objectives to Board activities and initiatives, and categorized them as *proposed*, *in progress*, and *operational*. Mr. Freeman encouraged the Board discuss the activities and initiatives identified in the Operational Plan and provide feedback to staff for incorporation into the Operational Plan document. He also recommended the Board authorize staff to convene a group of stakeholders to review the plan and provide recommendations to the Board at its October meeting.

Mr. Freeman asked the Board for general feedback. Mr. Soltman recommended consolidating items into broader themes if possible. Mr. Freeman responded that there is certainly duplication with the initiatives because they fall within multiple objectives. He asked what those activities are the Board really wants to emphasize for support by the Governor and Legislature on, and if there are funding needs attached to those activities. Mr. Westerberg felt program prioritization and outcomes based funding is a logical progression for the institutionalization of the Strategic Plan (Plan) – which is in progress. Dr. Hill felt the list should ask what we are *not* doing. He felt it was an opportunity look and extract ten or so items at a slightly higher level to improve the state of higher education in Idaho.

Mr. Freeman walked the group through the list reviewing the items that were in the *proposed* status, calling on staff for additional details of various items. Mr. Scoggins asked who the audience is for the intended report. Mr. Freeman responded that aside from the Governor, it would be used as an efficacy piece for stakeholders, legislators, etc. Mr. Scoggins felt that more description and context should be provided under the *proposed* column. Dr. Hill suggested using the report “*Public Research Universities*” as a guide for additional recommendations and went on to highlight a few such as forming alliances with other public universities, and tying back to recommendations. Dr. Hill pointed out the referenced report also contains recommendations for state governments and felt it would help the Board provide a richer report to the Governor. Ms. Atchley provided additional background for Mr. Scoggins for the purpose of this report.

Ms. Atchley recommended a more formal evaluation of where the Board is in its progress, and to include ways to make the recommendations more effective in the next five years. Dr. Clark recommended interfacing the 60% goal and the Task Force recommendations. Mr. Freeman said it would be helpful at the staff level to calendar status reports back to the Board of these initiatives. Mr. Westerberg suggested continuing to refine what the Board has done in its Plan,

**BOARDWORK**  
**OCTOBER 20, 2016**

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and reminded the Board of the short timeline. Ms. Atchley also recommended stabilizing funding as something to work toward in the Plan and how that can be accomplished by working with businesses and stake holders. Mr. Freeman reminded the Board that the Governor's letter referenced directly working on long term support for higher education. Mr. Freeman asked if the *proposed* items should be pulled out of the report or how to proceed. Dr. Clark suggested not pulling any of the *proposed* items because it shows progress and forward thinking. Board members echoed those remarks. Dr. Hill recommended additional work on completeness.

Ms. Critchfield asked the participants are in working on this lift with the Board. Mr. Freeman responded that on August 29<sup>th</sup> a group of stakeholders will convene to review and provide feedback on outcomes based funding. He reviewed the list of stakeholders that includes higher education, K-12, business, and industry representation. He extended the invitation to higher education presidents to invite a regional business leader to be included in the discussion. Mr. Chet Herbst, the Board's Chief Financial Officer, is preparing a white paper on outcomes based funding that will be provided to the stakeholders prior to the August 29<sup>th</sup> meeting. Dr. Clark expressed concern with drawing up a dream list and emphasized staying focused on what it will take to reach the Board's 60% goal, identify the key areas, identify overlap, and proceed accordingly. Mr. Soltman felt Idaho Business for Education (IBE) is a major audience and asked Mr. Scoggins' opinion. Mr. Scoggin responded that the principles involved are informative and helpful. Ms. Atchley recommend further discussions with IBE. Ms. Atchley commented on the engagement with the university and the business community, and provided an example of the University of Alabama where every single program has some sort of support from the industry it deals with; adding the engagement of the business community with that university is remarkable. She recommended more engagement by the higher education system with the business community.

Board President Atchley summarized it will use a matrix of what the Board has accomplished and what is in progress, showing the Operational Plan mapped to the Board's Strategic Plan, how outcomes based funding will help, and how to approach long term tasks. Dr. Hill asked to work directly with staff on Goal 2 which is Innovation and Economic Development. Mr. Freeman indicated staff would report back to the Board at the October meeting.

The meeting recessed at 3:43 p.m. MST.

**Thursday, August 11, 2016, 8:00 a.m.**

Board President Atchley thanked ISU for its hospitality. ISU President Art Vailas welcomed everyone to today's meeting and introduced ISU student body president Makayla Muir.

**Open Forum**

Mr. James Chapman addressed the Board and expressed his appreciation for their work. He shared three ideas with the Board. He shared a lesson from a professor of economics at the University of Idaho which is that all real wealth comes from the development of natural resources - educating people being the most important. The first idea he proposed to the Board is to see more emphasis placed on the teaching of history, economics, and citizenship. He also recommended an expansion of participation in youth legislature. The second idea is more focus on the problem of student debt and national debt which he felt needs to be addressed immediately. The third item is to place more emphasis with commerce and business partners. Mr. Chapman offered up his own assistance for consultation should the need arise and provided details of his background.

**BOARDWORK  
OCTOBER 20, 2016**

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**CONSENT AGENDA**

**M/S (Clark/Soltman): To approve the consent agenda as presented.** The motion carried unanimously.

**AUDIT**

1. University of Idaho Foundation Agreement

**By unanimous consent to approve the agreement between the University of Idaho and the University of Idaho Foundation, as submitted in Attachment 2.**

**BAHR**

2. Boise State University – Multi-Year Contracts – Women’s Head Basketball Coach

**By unanimous consent to approve the request by Boise State University to enter into a two-year, nine-month employment agreement with Gordon Presnell, Head Women’s Basketball Coach, commencing on August 14, 2016 and terminating on March 31, 2019, at a base salary of \$220,000 and supplemental compensation provisions, as submitted in Attachment 1.**

3. Executive Officers – Employment Agreements

**By unanimous consent to approve the amended employment agreement for Dr. Robert Kustra as President of Boise State University.**

**By unanimous consent to approve the amended employment agreement for Dr. Chuck Staben as President of the University of Idaho.**

**By unanimous consent to approve the amended employment agreement for Dr. Art Vailas, as President of Idaho State University.**

**By unanimous consent to approve the amended employment agreement for Dr. Tony Fernandez as President of Lewis-Clark State College.**

4. University of Idaho – Multi-Year Contracts – SWIRE Coca-Cola USA

**By unanimous consent to approve the request by the University of Idaho to enter into a contract with Swire Coca Cola USA for pouring and vending rights in substantial conformance to the form presented to the Board in Attachment 1.**

**IRSA**

5. Programs and Changes Approved by the Executive Director

**Information item for the Board**

6. Higher Education Research Council Appointment



**BOARDWORK  
OCTOBER 20, 2016**

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**By unanimous consent to re-appoint Mr. Bill Canon to the Higher Education Research Council for three (3) year terms effective immediately and expiring June 30, 2019.**

**PPGA**

7. Lewis-Clark State College Faculty Constitution

**By unanimous consent to approve the proposed changes to the Lewis-Clark State College Faculty Constitution as set forth in the materials submitted to the Board in Attachment 1.**

8. President Approved Alcohol Permits

**Information item for the Board**

**SDE**

9. Professional Standards Commission Appointments

**By unanimous consent to appoint Marjean McConnell as a member of the Professional Standards Commission for the remainder of the three-year term which began July 1, 2014, and will end June 30, 2017, representing School Superintendents in Idaho.**

10. Adoption of Computer Applications Curricular Materials

**By unanimous consent to approve the adoption of the Computer Applications curricular materials and related instructional materials recommended by the Curricular Materials Selection Committee as submitted in Attachment 1.**

11. Bias and Sensitivity Committee Appointments

**By unanimous consent to appoint the new members to the Bias and Sensitivity Committee as presented in Attachment 2.**

**By unanimous consent to appoint the alternate members to the Bias and Sensitivity Committee, to serve during the review process for a given year if the appointed member representing the same group is unavailable to participate in the review during that year, as presented in Attachment 3.**

**PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)**

2. PPGA Chairman's Report

Board member Debbie Critchfield pointed out that in the future, she would be providing a report to the Board of the recent meetings of the Planning, Policy and Governmental Affairs Committee and pointing out anything of concern for the Board. She had nothing to report at this time.

3. Northwest Regional Advisory Committee Update

Dr. Linda Clark reported that she has been nominated and chosen by the U.S. Department of Education to serve as a member of the Regional Advisory Committee (RAC) to provide

**BOARDWORK**  
**OCTOBER 20, 2016**

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technical advice. Dr. Clark updated the Board on the RAC's work completed thus far and the survey used to collect feedback. She pointed out the agenda materials contain information on the Committee which is a regional committee serving the area. She encouraged the Board members to take an on-line survey; those results will be used for this region. The survey is open to parents, practitioners, higher education, public education, etc., and she encouraged people to take part in the survey.

4. Idaho Career & Technical Education Annual Report

Mr. Dwight Johnson, State Administrator of the Division of Career & Technical Education (CTE), provided an overview of CTE's progress in carrying out the agency's strategic plan. He thanked the Board for the opportunity to serve in his position. He provided a report on CTE's current initiatives and budget, and introduced their new website CTE.idaho.gov, its logo, and reported on CTE's program alignment efforts. They are particularly focused on aligning industry and faculty experiences with learning outcomes. Mr. Johnson provided a list of the 2015 and 2016 programs horizontally aligned. He reported that their program quality efforts in standards development are used to develop their technical skill assessments, workplace readiness assessments, and training at their annual professional development conference. Mr. Johnson reported on their on-line system called *Skill Stack* and provided a short video explaining and illustrating how it works to translate real life work experience to a credit badge system. The Idaho Digital Learning Academy (IDLA) is working with CTE on development of this initiative.

Mr. Johnson pointed out CTE is working on an initiative on connecting education to employment and have been working with Director Ken Edmunds and the State Department of Labor on it. He reported on expanding CTE to provide on-line learning to rural areas and how CTE has been working with IDLA on that initiative. He also reported on the national issue of teacher shortage and how they are working toward implementing a new teaching certification process aimed specifically toward individuals coming to the teaching profession from the private sector. It is expected to be available in Fall 2016.

Mr. Johnson provided a summary of CTE's budget overview. They had just under \$72 million in state and federal dollars that support secondary and postsecondary education programs across the state. They also support adult based education programs at each one of the state institutions. CTE's total FY17 postsecondary funding was \$47.7 million which includes state and federal dollars. It also includes an additional \$3.8 million for their return on investment (ROI) proposal line item which was funded by the Legislature. Mr. Johnson reviewed the FY18 budget proposal indicating they have requested a second round of that type of funding that will benefit 16 programs. He outlined the details of their FY18 ROI proposal and projected results, and outlined out details of the Industry Partnership Fund which was passed but not funded by the Legislature last year (SB 1332). They have requested \$1 million to start this program.

Related to secondary programs, Mr. Johnson indicated there are four CTE funding streams for high school programs and provided details for each. He also pointed out there are 14 career-technical high schools throughout the state that qualify for additional state funding if they have students attending from multiple school districts and if they meet higher quality program requirements. For their FY18 budget, they are requesting a 5% increase in added costs which will help them keep up with equipment needs of the CTE programs, and are asking for nearly \$500,000 for all CTE program incentive funding which includes 1 FTE.

Mr. Johnson reported on the success of the CTE legislative tours from last fall. They expect another successful tour this fall and are in partnership with the Idaho Chamber Alliance. The

**BOARDWORK**  
**OCTOBER 20, 2016**

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dates for the tours are during the weeks of September 19 at CSI and CWI; September 26 at LCSC and NIC; and October 10 at ISU and EITC. He closed by reporting on the recently staffed four full time positions in the CTE office which will help further CTE's mission of preparing Idaho's youth and adults for high-skill, in-demand careers.

Dr. Clark asked for a report on the number of students coming through the traditional route to teach CTE courses, and the numbers of teachers coming through the teacher training program into CTE, and also and recommended discussion on how to expand it. She pointed out it is not necessarily a rural issue, but goes along with the teacher shortage issue. Ms. Critchfield recommended teacher shortage as an agenda item for discussion at the next meeting. Mr. Johnson welcomed that discussion.

5. Board Policy I.E. – Executive Officers – First Reading

**BOARD ACTION**

**M/S (Critchfield/Soltman): to approve the first reading of proposed amendments to Board Policy section I.E. Executive Officers, as submitted in Attachment 1.** The motion carried unanimously.

Ms. Critchfield provided that the proposed amendments to Board policy would eliminate the option for the chief executive officer to use an institution vehicle, and would set out provisions for reimbursement and insurance requirements when a personal vehicle is used for business purposes.

6. Board Policy I.J. – Use of Institutional Facilities – First Reading

**BOARD ACTION**

**M/S (Soltman/Hill): To approve the first reading of proposed amendments to Board Policy Section I.J. as submitted in attachment 1.** A roll call vote was taken and the motion failed due to a tie vote. Mr. Westerberg, Dr. Clark, Mr. Scoggin, and Ms. Critchfield voted nay on the motion.

Ms. Critchfield introduced the item related to alcohol policies and the proposed amendment to expand areas where alcohol may be consumed. Approval of the proposed amendments would allow for the possession and consumption of alcohol during NCAA football games hosted by the institutions in select parking lots or other areas on campus designated as "tailgating areas."

Dr. Staben, University of Idaho (UI) President, and Mr. Kent Nelson, UI Legal Counsel, and Mr. Kevin Satterlee, Chief Operating Officer, Vice President and Special Counsel for Boise State University (BSU), came forward to participate in the discussion. Dr. Staben provided comments on the development of the proposed policy which was also discussed at President's Council. Mr. Satterlee added at BSU they provide a list of rules called *Tailgating 101* that are provided to tailgating participants on game day. Mr. Nelson provided that the draft language of the amendments proposed by the UI were provided to each of the institution's legal counsel for review. No comments from the other institutions were received at the time of agenda production. In addition to the amendments proposed by the University of Idaho is an increase in the per instance liability limits from \$500,000 to \$1,000,000, and the amendment would bring the policy in compliance with the minimum liability required by Risk Management for permitted events.

**BOARDWORK**  
**OCTOBER 20, 2016**

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There was discussion about the liability issues and Jenifer Marcus, the Board's Legal Counsel, provided an opinion of the changes to the policy. The intent of the institutions is to restrict the alcohol usage areas to controlled access areas. There was additional discussion about the previous policy changes and that this iteration provides clearer detail. Some Board members felt such activities are outside of the institutions' mission for learning and public service.

7. Board Policy Bylaws – Second Reading

**BOARD ACTION**

**M/S (Critchfield/Clark): To approve the second reading of Board policy - Bylaws as submitted in Attachment 1.** The motion carried unanimously.

8. Idaho Indian Education Committee - Bylaws

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve the Indian Education Committee bylaws as submitted in Attachment 1.** The motion carried unanimously.

Ms. Critchfield indicated that the Idaho Indian Education Committee serves as an advisory committee to the Board. This change would remove some of the provisions from policy and put them into the bylaws.

9. Idaho Educator Pipeline Report

Ms. Critchfield indicated there has much discussion lately, including nationally, on the teacher pipeline. She introduced Ms. Tracie Bent, Chief Planning and Policy Officer from the Board office, to provide additional details on the Idaho Educator Pipeline Report which was provided in the agenda materials. Ms. Bent reported that as they were collecting the data they found some inconsistencies and that data elements in some areas were lacking making it difficult to make recommendations. It was determined the biggest gap in the pipeline is at the start – relating to recruiting individuals into teacher prep programs. She pointed out there has been a decrease of individuals entering and graduating from the teacher prep programs; and an increase of individuals entering the field through the alternate teaching routes. This does not, however, make up for the overall decrease in the pipeline. Ms. Bent indicated the Career Ladder subcommittee discussed how to change the way education is perceived, the value of teachers and teaching, and that the discussion will be a long term discussion. She pointed out there are not recommendations at this time, but this is an information item for the Board. Staff encouraged the Board to consider convening a group to work on the issues specific to the teacher shortage. She added the topic was raised during President's Council and presidents were interested in participating in the discussion. Dr. Fox from CSI recapped the discussion from President's Council, adding that they intend to review the item at the President's retreat.

10. Accountability Oversight Committee – Statewide Accountability System  
Recommendations

**BOARD ACTION**

**M/S (Critchfield/Clark): To adopt the Accountability Oversight Committee's recommendations regarding the statewide accountability framework model with the**

**BOARDWORK**  
**OCTOBER 20, 2016**

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**exception of moving the high school testing year to grade 11, as presented in Attachment 1.** The motion carried unanimously.

Ms. Critchfield introduced the item and provided some historical context that the Accountability Oversight Committee (AOC) was charged with developing the framework for accountability measure recommendations presented to the Board. In April 2016 the AOC presented those recommendations to the Board regarding removal of the ISAT proficiency and college entrance exam graduation requirements. The Board adopted the recommendation that the ISAT proficiency graduation requirement be removed, and rejected the recommendation that the college entrance exam graduation requirement be removed. She pointed out that having a test year or practice year will be beneficial. She also indicated that the recommendations point to every school having an accountability system that links preschool to college and career ready by addressing what makes the most sense at the different grade levels. Reporting of the data is a large part of the federal compliance and within the accountability system there is a requirement for postsecondary enrollment data that accompanies reporting with the accountability system so that parents of students in secondary schools are able to see opportunities within the state.

Ms. Critchfield indicated they are creating an accountability system that is based on student outcomes, student achievement, and school quality. She pointed out the items in the recommendations which they hope to get out to school districts this year for a “test drive”, and reviewed the items which are not yet fully developed. Ms. Critchfield commented that they hope to give districts options to show other indicators of success by having multiple measures as indicators. Dr. Clark, also a member of the AOC, reminded the group this a work in progress where we don’t know all the federal guidelines and requirements yet. She pointed out what we know which is that we must have academic proficiency scores and school quality scores and components of that. Dr. Clark directed attention to the alternative schools column of the recommendations, which as a result of how the prior system was constructed, caused almost all of the alternative schools to automatically be considered schools at risk and receive low scores; generating much concern. She suggested that alternative high schools are Tier II schools and should be treated differently. Dr. Clark commented that in addition to using multiple measures which are fair and equitable measures of school success, this approach is addressing very serious shortcomings from before. She said that by approving this framework it will enable a test run and help to identify unintended consequences.

Ms. Ybarra thanked the AOC committee for their work. She remarked on two concerns which are tests at the 11<sup>th</sup> grade level and making the ACT/SAT an optional piece. Ms. Critchfield clarified that the AOC recommendation was for the test to be given one time during high school and that it was recommended for the 11<sup>th</sup> grade year using the Smarter Balanced test (SBAC). Additionally, the college entrance exam would state the student could take the ACT or SAT; the recommendation would be in altering the administration of which test the student takes. The committee’s intent was to add some flexibility for the junior year students and have a college entrance exam that was paid for by the state, but would be of their choice.

Ms. Ybarra commented making the SAT/ACT optional for students changes the direction for students of Idaho if the grade level for the accountability measure testing changes. Additionally allowing the students their choice of test it doesn’t provide comparative data. She commented the SBAC measures standards and the SAT/ACT measures college and career readiness. She also commented on the cost savings by not testing juniors. The Superintendent expressed great concern about testing in the 10<sup>th</sup> grade as opposed to 11<sup>th</sup>, in that the 11<sup>th</sup> grade year testing may be too late to be beneficial for students who are struggling. She felt it would be

**BOARDWORK**  
**OCTOBER 20, 2016**

---

important to have a path for students who are not passing the SBAC before the junior year. She firmly recommended keeping the testing at the 10<sup>th</sup> grade year. Dr. Clark provided additional remarks on the desire to for students to take the test that meets their needs best. Ms. Ybarra reiterated her desire to move solely to the ACT test and provided reasons for that opinion. She also reminded the Board that next year the contract expires with the provider of the test and to be aware of that. With the contract expiring, the future of SBAC is uncertain for Idaho. Ms. Ybarra reiterated she supports everything about the recommendations with the exception of moving the testing to the 11<sup>th</sup> grade and would be open to deeper conversations on the matter and possibly moving that direction at a later date.

Ms. Atchley summarized that her understanding is these recommendations will be a test run and will come back to the Board for final approval at a later time. Mr. Scoggin asked what year the change from 10<sup>th</sup> grade to 11<sup>th</sup> grade testing would occur. Ms. Critchfield responded the timeline would be the 2017-2018 school year. Dr. Clark recommended that the decision on the grade level for the ISAT test would be made prior to the 2017-2018 school year. Ms. Ybarra was supportive of that recommendation. Ms. Bent clarified that the rulemaking process will require clarification on the 10<sup>th</sup> or 11<sup>th</sup> grade testing piece. They discussed a revision to the motion to remove the 10<sup>th</sup> grade testing piece.

Board President Atchley recommended recessing for a 15 minute break. After the break, the group voted on a modified motion. Mr. Soltman asked when testing at the 10<sup>th</sup> or 11<sup>th</sup> grade level would be addressed. Ms. Bent recommended the Board consider the issue by next Spring, and that any action by the Board could be incorporated into the rules and would need to be accomplished before August of next year.

11. Education Opportunity Resource Committee Appointment

**BOARD ACTION**

**M/S (Critchfield/Clark): To appoint Andy Mehl to the Idaho Education Opportunity Resource Committee for a four (4) year term effective immediately and expiring on June 30, 2020.** The motion carried unanimously.

12. Temporary/Proposed Rule IDAPA 08.01.02 – Postsecondary Credit Scholarship Program

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve the temporary and proposed rule IDAPA 08.01.02, Rules Governing the Postsecondary Credit Scholarship as submitted in Attachment 1.** The motion carried unanimously.

Approval of this proposed rule will set out the administrative procedures and clarify requirements for the new Postsecondary Credit Scholarship.

13. Temporary/Proposed Rule IDAPA 08.01.04 – Postsecondary Residency Requirements

**BOARD ACTION**

**M/S (Critchfield/Hill): To approve changes to temporary and proposed rule IDAPA 08.01.04, Rules Governing Residency Classification as submitted in Attachment 1.** The

**BOARDWORK**  
**OCTOBER 20, 2016**

---

motion carried unanimously.

Ms. Critchfield indicated the rule changes the twelve month residency requirements to six or more years for tuition purposes.

14. Proposed Rule IDAPA 08.01.09 – Rules Governing the Gear-up Idaho Scholarship Program

**BOARD ACTION**

**M/S (Critchfield/Clark): To approve changes to proposed rule IDAPA 08.01.09, repealing IDAPA 08.01.09, as submitted in Attachment 1.** The motion carried unanimously.

Ms. Critchfield indicated the amendments to the proposed rule are regarding student eligibility and align with federal requirements

15. Temporary/Proposed Rule IDAPA 08.02.01.801, Rules Governing Administration – Continuous Improvement Plans

**BOARD ACTION**

**M/S (Critchfield/Hill): To approve changes to temporary and proposed rule IDAPA 08.02.01.801, as submitted in Attachment 1.** The motion carried unanimously.

Ms. Bent provided some background on the item and outlined changes to the rule for the benefit of Mr. Scoggins.

16. Temporary/Proposed Rule IDAPA 08.02.01, Rules Governing Administration – Literacy Growth Targets

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve the temporary and proposed rule IDAPA 08.02.01 Rules Governing Administration, Literacy Growth Targets as submitted in Attachment 1.** The motion carried unanimously.

17. Temporary/Proposed Rule IDAPA 08.02.01, Rules Governing Administration – Statewide Average Class Size

**BOARD ACTION**

**M/S (Critchfield/Clark): To approve the temporary and proposed rule IDAPA 08.02.01 Rules Governing Administration, Statewide Average Class Size as submitted in Attachment 1.** The motion carried unanimously.

Ms. Critchfield indicated the temporary and proposed rule would set out the method by which the statewide average class size for the use in support unit calculations is determined.

18. Proposed Rule IDAPA 08.02.02, Rules Governing Uniformity – Teacher Certification Requirements

**BOARDWORK**  
**OCTOBER 20, 2016**

---

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve changes to Proposed Rule IDAPA 08.02.02, Rules Governing Uniformity, Teacher Certification Requirements, as submitted in Attachment 1.** The motion carried unanimously.

Ms. Bent provided details on the changes to the proposed rule which includes amending the certificate to a single certificate. She explained that the combination of the current standard elementary and secondary certificate addresses the issue of a teacher teaching outside of the grade range of their certificates without creating disruption to individuals who currently hold certificates, resulting in overall simplification of Idaho's standard instructional certificates. She outlined additional amendments to the rule, pointing out the creation of middle school grade endorsement grade ranges, which will address the issue of individuals who have already obtained endorsements for grades 6-9 that did not previously exist and is in alignment with the single instructional certificate model. The proposed amendments will result in simplifying Idaho's instructional certificates and resolve the issue of individuals teaching outside of their eligible grade ranges.

19. Proposed Rule IDAPA 08.02.03, Rules Governing Thoroughness – Career Technical Education Content Standards

**BOARD ACTION**

**M/S (Critchfield/Hill): To approve changes to the proposed rule IDAPA 08.02.03.004, as submitted in Attachment 1.** The motion carried unanimously.

Approval of the proposed rule changes will add the CTE content standards, approved by the Board at the June 2016 Board meeting, into administrative rule in a similar fashion as the existing academic content standards. The standards being incorporated are the existing CTE content standards that are currently being used by our secondary CTE programs.

20. Temporary/Proposed Rule IDAPA 08.02.03, Rules Governing Thoroughness – Proficiency Graduation Requirement

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve changes to Proposed Rule IDAPA 08.02.03.105, Rules Governing Thoroughness, Graduation Requirement Proficiency, as submitted in Attachment 1.** The motion carried 7-1. Ms. Atchley voted nay on the motion.

Approval of the proposed rule will eliminate the ISAT proficiency graduation requirement in its entirety.

21. Temporary/Proposed Rule IDAPA 08.02.03, Rules Governing Thoroughness – Civics and Government Content Standards Proficiency – Graduation Requirement

**BOARD ACTION**

**M/S (Critchfield/Hill): To approve changes to Proposed Rule IDAPA 08.02.03.105, Rules Governing Thoroughness, Graduation Requirement, Civics Proficiency, as submitted in Attachment 1.** The motion carried unanimously.



**BOARDWORK**  
**OCTOBER 20, 2016**

---

Approval of the proposed rule would provide clarification on the alternate path a school district may use for measuring student civics proficiency.

22. Proposed Rule IDAPA 08.02.03, .111-114, Rules Governing Thoroughness – Comprehensive Assessment Program and Accountability Requirements

**BOARD ACTION**

**M/S (Critchfield/Hill): To approve changes to proposed rule IDAPA 08.02.03.111, 112, 113, and 114, Rules Governing Thoroughness – Comprehensive Assessment Program and Accountability Requirements, as submitted in Attachment 1 with the exception of making the high school ISAT optional in grade 10 and requiring it in grade 11.** The motion carried unanimously.

Ms. Critchfield indicated approval of the rule is the first step in implementing the new accountability requirements for the State of Idaho. She clarified that changes would take into consideration the motion made previously under PPGA item #10 and its discussion.

23. Proposed Rule IDAPA 08.02.05, Rules Governing Pay for Success Contracting

**BOARD ACTION**

**M/S (Critchfield/Hill): To approve the proposed rule IDAPA 08.02.05, Rules Governing Pay for Success Contracting as submitted in Attachment 1.** The motion carried unanimously.

Approval of the proposed rule will set out the application process for vendors wishing to participate in the Pay for Success Contracting with the state. Mr. Nelson from the University of Idaho provided some historical background on the item for the benefit of Mr. Scoggin.

24. Proposed Rule IDAPA 08.05.01, Rules Governing Seed and Plant Certification

**BOARD ACTION**

**M/S (Critchfield/Soltman): To approve changes to proposed rule IDAPA 08.05.01, as presented in Attachment 1.** The motion carried 7-0. Ms. Atchley abstained from voting.

The Idaho Crop Improvement Association (ICIA) identified an amendment to the rapeseed/canola/mustard seed certification standards that would help to make these seeds produced in Idaho be more competitive.

25. Proposed Rule IDAPA 47.01.01, Rules of the Division of Vocational Rehabilitation

**BOARD ACTION**

**M/S (Critchfield/Scoggins): To approve the Division of Vocational Rehabilitations Field Services Policy Manual as submitted in Attachment 2.** The motion carried unanimously.

**AND**

**M/S (Critchfield/Hill): To approve changes to Proposed Rule IDAPA 47.01.01 as submitted**

**BOARDWORK  
OCTOBER 20, 2016**

---

**in Attachment 1.** The motion carried unanimously.

The proposed changes incorporate the updated Field Service Manual into rule and bring the rule compliant with federal order of selection guidelines.

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

**BOARD ACTION**

**M/S (Critchfield/Hill): To approve changes to proposed rule IDAPA 47.01.02, Rules and Minimum Standards Governing Extended Employment Services, as submitted in Attachment 1.** The motion carried unanimously.

The proposed rule will provide guidance for community rehabilitation programs in the delivery of Extended Employment Services, information that will assist others in making appropriate referrals, and the authority for IDVR to intervene should providers fail to meet the standards set forth in the rules.

27. Proposed Rule IDAPA 55.01.03, Rules of Professional Technical Schools – Career Technical Schools

**BOARD ACTION**

**M/S (Critchfield/Clark): To approve the changes to proposed rule IDAPA 55.01.03 as submitted in Attachment 1.** The motion carried unanimously.

Ms. Critchfield indicated these changes will align Administrative Code to existing practices, will help ensure consistency in how funds for career technical schools are calculated, and will update the language regarding advanced opportunities to align with the language in Board Policy Section III.Y.

**INSTRUCTION, RESEARCH & STUDENT AFFAIRS (IRSA)**

1. Board Policy III.O. Course Placement – First Reading

**BOARD ACTION**

**M/S (Hill/Critchfield): To approve the first reading of the new section of Board policy III.O. Course Placement, as presented in Attachment 1.** The motion carried unanimously.

Dr. Mathias from the Board office provided some background on the item which would create a separate section of Board Policy regarding course placement and replace the current statewide placement policy. He indicated at its October 2015 meeting, the Board waived the placement section of Board policy III.Q.4.c. as the recommendation was for placement to have its own section in Board policy. The former section of policy covered placement in entry-level college courses and was waived until the end of the 2016 calendar year to allow for the creation and adoption of new placement mechanisms. The new placement mechanisms and processes currently under development by the institutions will be reviewed by the Chief Academic Officer and the Council on Academic Affairs and Programs (CAAP) prior to implementation.

**BOARDWORK**  
**OCTOBER 20, 2016**

---

2. Five-Year Program Plan

**BOARD ACTION**

**M/S (Hill/Critchfield): To approve the Five-Year Plan as submitted in Attachment 1.** The motion carried unanimously.

Ms. Patty Sanchez, Academic Affairs Program Manager from the Board office, provided an update to the Board on the Five-Year Plan. She pointed out the requirement of Board Policy III.Z. for each institution to submit an institution plan with proposed programs. Ms. Sanchez provided a summary for each institution. She reviewed the planning schedule that includes timing for program inventory, proposed programs, work session of the five-year plan, and concluded with programs for discussion. She clarified that her summary today contains programs added and removed to/from the plan, number of programs approved consistent with the five-year plan, number of programs discontinued, and programs projected for Fall 2017. A complete report was provided in the attachments to the agenda materials.

For illustrative purposes, Ms. Sanchez provided a one-page visual of all institutions showing programs removed, added, approved and discontinued, and collaborations among institutions. Mr. Soltman asked if the on-line programs were included. Ms. Sanchez responded in the affirmative. Ms. Atchley asked how the Board ensures the quality of the programs added to the plans. Dr. Mathias responded that there are two mechanisms in policy that ensure program quality and that the proposal definitions are being met.

At this time, Dr. Hill requested to move to item 4 on the IRSA agenda and return to items 5 and 3 after lunch. There were no objections to the request.

4. Boise State University – Online Graduate Certificate in Educational Gaming and Simulation

**BOARD ACTION**

**M/S (Hill/Westerberg): To approve the request by Boise State University to create a new online, self-support program that will award a Graduate Certificate in Educational Gaming and Simulation in substantial conformance to the program proposal submitted as Attachment 1.** The motion carried unanimously.

**M/S (Hill/Critchfield): To approve the request by Boise State University to designate a self-support program fee for the Graduate Certificate in Educational Gaming and Simulation in the amount of \$379.33 per credit in conformance with the program budget submitted to the Board in Attachment 1.** The motion carried unanimously.

Dr. Marty Schimpf provided some background on the item and that BSU proposes the creation of an online, self-support 15-credit graduate certificate program in Educational Games and Simulations, to be offered by the Department of Educational Technology. The new program will add to the array of self-support programs offered by the department: a Master of Educational Technology degree, an Ed.D. in Educational Technology, an Education Specialist degree (Ed.S.) in Educational Technology, and three graduate certificates. BSU also requests approval to assess a self-support program fee consistent with Board Policy V.R.3.b.v.(a) (2). Based on the information for the self-support program fee provided in the proposal, staff found the criteria has been met for this program.

**BOARDWORK**  
**OCTOBER 20, 2016**

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The meeting recessed for lunch until 1:00.

5. EPSCoR Annual Report

Dr. Laird Noh, Committee Chair, and Dr. Peter Goodwin, Project Director, were accompanied by Rick Schumaker, Assistant Project Director, to provide a report to the Board on the recent work of the Experimental Program to Stimulate Competitive Research (EPSCoR). EPSCoR is a federal-state partnership designed to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. Through EPSCoR, participating states are building a high-quality, academic research base that is serving as a backbone of a scientific and technological enterprise.

Dr. Goodwin explained the “ONEIdaho” EPSCoR Philosophy and shared who is on the Idaho EPSCoR Committee. Related to Idaho’s research competitiveness, total National Science Foundation (NSF) funding from FY15 equates to \$26.2M which is up 77% from 2008. Dr. Goodwin pointed out Idaho has three active NSF EPSCoR Research Infrastructure Improvement (RII) awards which are divided into three tracks. Track 1 is related to academic research capacity, track 2 is related to regional collaboration, and track 3 is related to STEM education. Idaho EPSCoR was awarded a new Track I grant NSF-EPSCoR award in 2013 entitled, “Managing Idaho’s Landscapes for Ecosystem Services” known as MILES, for \$20M between the 2013-2018 periods. NSF-EPSCoR grants require a state matching component, and these funds are paid out of a portion of the funds allocated for use by the Board’s Higher Education Research Council (HERC). The state match for the current award is \$800,000 for fiscal year 2017.

Dr. Goodwin highlighted details of the MILES program which program outputs include numerous publications and opportunities for undergraduates, grants totaling \$20.2M to date, participation from over 6,800 stakeholders and community members, and 18 graduate degrees granted to MILES students to-date. He commented on workforce development and diversity and that the MILES program is reaching over 11,200 students.

Dr. Goodwin described a track II program called the Western Consortium for Watershed Analysis, Visualization, and Exploration (WC-WAVE) running 2013-2016, and a track III program which is the Indigenous Program for STEM Research and a Native Network of Graduate Education (a national research and educational model running 2014-2019).

Dr. Hill thanked Drs. Noh and Goodwin for their work on Idaho EPSCoR and commented that from a state perspective it is an excellent investment in the future.

3. Annual Program Prioritization Report – BSU, ISU, UI, and LCSC each provided a report to the Board.

Dr. Chris Mathias from the Board office introduced the item indicating each of the institutions provided a report contained in the agenda materials, and also would be making oral presentations to the Board today.

Dr. Marty Schimpf provided BSI’s report on program prioritization. Dr. Schimpf reviewed the value in each of the process areas and pointed out the entire process involves their budget and planning processes as well. He pointed out four topics as they relate to the program

**BOARDWORK**  
**OCTOBER 20, 2016**

---

prioritization efforts and that they address all four from the standpoint of their primary challenge to sustain and grow the value of program prioritization. Those four areas include challenges, integration, programmatic changes, and FY18 requests. He reported on the five different types of value gained through this process that included programmatic changes, process changes, structural changes, creating agenda of change, and changes in culture, and provided a deeper account in each area.

Dr. Schimpf reported that as a result of the changes, changes in the campus culture have also occurred. Those changes include a heightened awareness in accountability, awareness of the importance of productivity, and the move to sustaining value through the changes in processes, policies and structures. Dr. Schimpf closed by pointing out that the actions in this process were planned and completed from 45 academic departments. There were 367 actions originally proposed and two years later they have achieved 514 actions which have been implemented or are in progress.

Dr. Laura Woodworth-Ney provided a report to the Board on ISU's program prioritization process, pointing out they are transitioning to a three year prioritization process across campus to assess whether programs are meeting intended outcomes. They have incorporated program health measures to determine the health of academic and non-academic programs. Dr. Woodworth-Ney went on to explain how the process works for evaluating full degree and certificate programs. She shared outcomes from 2015-2016 and that they have completed all phases of the program prioritization process. Academic health is incorporated into their annual planning, and is transitioning into their budgetary process. They are also focused on the health of non-academic units. Dr. Woodworth-Ney provided additional details of their academic three-year hiring plan, which includes the requirement of Academic Affairs to quantifiably justify filling vacant positions before requesting open faculty and staff lines. She also provided additional detail on aligning the academic process to the budget and strategic plan. She pointed out that program health is based both on qualitative and quantitative measures, and they are working to balance both.

Mr. John Wiencek and Mr. Brian Foisy provided a report from UI on their program prioritization process. He summarized steps the UI's new leadership utilized and steps to develop a path forward. Initial steps included getting Board member feedback, attending data dashboard demonstrations, faculty senate discussions, institutional research discussions, and working on improving the processes being developed and implemented in FY17. One of their priorities has been development of a nine-year strategic plan through broad participation at the university. It aligns with SBOE performance measures, program prioritization, and NWCCU accreditation. Mr. Wiencek provided a summary on programmatic actions since 2015 which includes consolidation of select IT functions, reinvestments/reallocations from FY16 program prioritization efforts, and additional process improvements such as streamlining the hiring and payroll processes, and closing the Caine Research Center among others. Their work plan for FY17 includes a newly formed Institutional Planning and Effectiveness (IPE) Committee charged with overall implementation of integrated planning, programming and budget planning. They are working on strategic plans with unit-level goals and metrics, transitioning to an improved budgeting system, and additional program prioritization improvements. Related to integrating program prioritization is building a progressive and sustainable cycle where institutional planning and effectiveness is central.

Mr. Foisy reported on institutionalizing program prioritization through position control at the university. Through the IPE Committee, he outlined how they will reframe program prioritization with a number of objectives that include comprehensive taxonomy in both academic and non-

**BOARDWORK**  
**OCTOBER 20, 2016**

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academic units, and development/implementation of appropriate dashboards and management tools in support of the process and its transparency. Mr. Foisy reported on program prioritization related to FY18 budget requests. The two items of focus for the FY18 budget request are outcomes based finding and support for their library database.

At this time Ms. Atchley welcomed Representative Mark Nye who was present in the audience. Mr. Freeman also welcomed Mr. Keith Bybee from the Legislative Services Office (LSO) who is the new budget analyst taking over for Mr. Paul Headlee. Mr. Headlee will continue to work with the K-12 budget while Mr. Bybee will be working with higher education.

Dr. Lori Stinson and Andrew Hansen provided a report on LCSC's program prioritization. Dr. Stinson provided background on the process which supports their strategic plan goals and outcomes. She reviewed the strategic planning goals of LCSC and reminded the Board LCSC quintiled all instructional and non-instructional programs; there were 115 in total. She reviewed the expected action for each quintile. On an annual basis the programs are reviewed and the program prioritization process is integrated with their budgeting process. Dr. Stinson reported on the programmatic actions for the instructional programs in each of the quintiles and identified opportunities for instructional programs for FY17 that included strategic enrollment, continued integration of data, and continued refinement of measureable, meaningful criteria.

Mr. Hansen pointed out that their entire campus is involved in the prioritization process and proceeded to review the programmatic actions for non-instructional programs in each of the quintiles. Mr. Hansen pointed out the changes in their two TRIO programs which they have realigned into a single administrative unit. Both programs have been funded again for a five-year cycle. Their Institutional Planning and Research Assessment area has new leadership and anticipates greater outcomes going forward. Mr. Hansen reported on new student recruitment in Quintile 1, and that their new student recruitment program has been very successful toward increasing enrollments, and also has provided additional administrative efficiencies. He touched on the integration of program prioritization into the campus culture and remarked that it has given an additional context to review their entire operation. Mr. Hansen closed with the FY18 budget requests driven by program prioritization which are instructional program requests focused on two top quintile programs. They are seeking faculty positions for program expansion and additional delivery models. Requests include a Veterans services coordinator, career counselors, and work-scholars which expands a program shown to reduce student loan debt.

Dr. Hill complemented each of the institutions on their work on program prioritization.

6. IRSA Chairman's Update

Dr. Hill, current chair of the IRSA Committee, provided an update to the Board on the committee and activities it is currently discussing. He reported on the dual credit workgroup which was instituted a few months ago and was tasked to develop recommendations for dual credit. Those recommendations have been forwarded to the CAAP committee for consideration, and forwarded to IRSA. Secondly, the State Department of Education and Board office have developed a math working group, and recommendations will be coming forward at a future date. They are concerned with a consistent difference between students meeting national norms in English Language Arts (ELA) at the 60% level and mathematics at the 40% level, and hope to discover issues related and try to understand those issues are present.

At this time, the meeting recessed for a 15 minute break. After the break, President Fernandez introduced LCSC's new Vice President of Finance and Administration, Todd Kilburn.

**BOARDWORK**  
**OCTOBER 20, 2016**

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Mr. Westerberg requested unanimous consent to move to item 4, followed by item 8 on the BAHF Finance Agenda. There were no objections to the request.

**BUSINESS AFFAIRS & HUMAN RESOURCES (BAHR)**

4. Idaho National Laboratory (INL) – Board Sponsorship of Idaho National Laboratory Project

**BOARD ACTION**

**M/S (Westerberg/Soltman): To approve the Capital Budget Request Six-Year Plans for FY2018 through FY2023 for Boise State University, Idaho State University, the University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as provided, for submission to the Permanent Building Fund Advisory Council for consideration in the FY2018 budget cycle.** The motion carried 7-0. Dr. Hill recused himself from voting on the motion since he formerly held a senior level position at INL.

Mr. Herbst from the Board office introduced Dr. Kelly Beierschmitt, INL Deputy Laboratory Director of Science & Technology, Mr. Van Briggs from INL, and Wayne Meuleman who is the legal counsel from the Idaho State Building Authority (Building Authority). Mr. Herbst provided an overview of the project and the building authority's role to the relationship of this project. He explained the lease arrangement for the project. Mr. Meuleman provided additional detail on the role of the Building Authority in managing this project, in that the Building Authority is governed by a Board and has the legal authority to enter into agreements with state agencies to provide financing and development services for different projects. The financing side is a taxable bond issuance. He pointed out the interest rates at this time are very low indicating an opportune time for this project. The Building Authority also has the legal authority to enter into design and construction management contracts. They would anticipate a lease arrangement between the Building Authority and the Board, or other public entity who would then sublease to INL. At the completion of the bond maturity, the Building Authority deeds the bonds to the appropriate state entity and they would then become facilities owned by that entity.

For the benefit of Mr. Scoggins the ISU and UI presidents provided some additional historical context related to the INL project and their support for the project.

8. Idaho State University – Idaho College of Osteopathic Medicine

**BOARD ACTION**

**M/S (Westerberg/Hill): To authorize Idaho State University to enter into a Ground Lease Agreement with the Idaho College of Osteopathic Medicine, LLC in substantial conformance to the draft lease agreement provided in Attachment 1, and in coordination with the West Ada School District and the Idaho Division of Public Works.** The motion carried unanimously.

Dr. Vailas introduced the Dean of the Idaho College of Osteopathic Medicine (ICOM), Dr. Robert Hasty, and recognized a number of people instrumental in developing the details of the lease agreement. He provided some historical background on the item and that the lease will enable ICOM to construct its medical school facility in close proximity to ISU's Meridian facilities, and will enable collaboration between ISU-Meridian and ICOM operations. Dr. Hasty indicated

**BOARDWORK  
OCTOBER 20, 2016**

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they are still on track for a 2018 start date for students. He said they are hopeful for pre-accreditation by the end of this year, then provisional accreditation in 2017. Once they enter into the ground lease agreement, they will be able to proceed with their architectural plan and tentatively break ground in early 2017. Mr. Soltman asked about the impact on current parking. Dr. Hasty responded they anticipate little or no impact.

**BUSINESS AFFAIRS & HUMAN RESOURCES (BAHR)**

**Section I – HR**

1. Section II.F. – Policies Regarding Non-Classified Employees

**BOARD ACTION**

**M/S (Westerberg/Clark): To approve the first reading of the proposed amendment to Board Policy Section II.F “Policies Regarding Non-classified Employees” as provided in Attachment 1. The motion carried unanimously.**

2. ISU - Reclassification of Provost to Executive Vice President and Provost

**BOARD ACTION**

**M/S (Westerberg/Scoggins): To authorize Idaho State University to establish the position of Executive Vice President and Provost, with terms and duties as described in the documentation provided. The motion carried unanimously.**

**BUSINESS AFFAIRS & HUMAN RESOURCES (BAHR)**

**Section II – Finance**

1. FY 2018 Line Items

**BOARD ACTION**

**M/S (Westerberg/Soltman): To approve the Line Items for the agencies and institutions as listed in Attachments 1 and 2, and to authorize the Executive Director to approve the MCO and Line Item budget requests for agencies and institutions due to the Division of Financial Management and Legislative Services Office on September 1, 2016. The motion carried unanimously.**

Mr. Westerberg reminded the Board of the direction given to the institutions which was they may request up to two line items in priority order, the total value of which not to exceed five percent of an institutions FY17 General Fund appropriation.

2. FY 2018 Capital Budget Requests

**BOARD ACTION**

**M/S (Westerberg/Hill): To approve the capital projects listed in the table in Attachment 1 on Page 5 from Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College for submission to the Permanent Building Fund Advisory**



**BOARDWORK  
OCTOBER 20, 2016**

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**Council for consideration for Permanent Building Fund support in the FY2018 budget cycle.** The motion carried unanimously.

**AND**

**BOARD ACTION**

**M/S (Westerberg/Soltman): To approve the Capital Budget Request Six-Year Plans for FY2018 through FY2023 for Boise State University, Idaho State University, the University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College, as provided, for submission to the Permanent Building Fund Advisory Council for consideration in the FY2018 budget cycle.** The motion carried unanimously.

Mr. Herbst provided background and timeline for developing the budget requests, and briefly described the process for the FY18 major capital requests. He pointed out detailed summaries of the capital requests for institutions and agencies are included in the agenda materials. Mr. Herbst described the six year planning tool for capital improvements and its importance to the institutions. Mr. Freeman pointed out that the Permanent Building Fund Advisory Council (PBFAC) will make its recommendation in November to the Governor's Office and Legislature; it is a non-binding recommendation. However, historically, the Governor and Legislature have given consideration to its recommendations.

3. Intercollegiate Athletic Reports – NCAA Academic Progress Rate (APR) Scores

Mr. Westerberg reported that the scores for all institutions are good or getting better. All three institutions report that they are meeting the 930 APR benchmark and/or are making progress toward that goal.

5. Boise State University – Oracle HCM Cloud Application Licensing Agreement

**BOARD ACTION**

**M/S (Westerberg/Soltman): To approve the request by Boise State University to execute an ordering document under the Public Sector Agreement for Oracle Cloud Services to license the products as presented to the Board in Attachment 1.** The motion carried unanimously.

Ms. Stacy Pearson provided comments on the item. She reported that this project, which is adoption of a state-of-the-art Human Capital Management (HCM) system, is part of an ongoing sequence of initiatives at BSU to migrate central data systems to the cloud and to enhance usability and security of operations. Ms. Pearson reported the total cost of the product suite of \$2,147,963 is offset by PeopleSoft maintenance cost savings of \$867,090 for a net cash flow over five years of \$1,295,273 million. The source of funding is institutional funds set aside for system investments and current operating budget. This investment will provide state-of-the-art technology and allow for improved business processes. Employees will benefit from improved efficiencies, more self-service options and greater access to transactional data to support analysis. Mr. Scoggins cautioned on being ready for the migration before it is initiated.

6. Idaho State University – Land Use Swap between ISU and USI Federal Credit Union

**BOARD ACTION**

**BOARDWORK**  
**OCTOBER 20, 2016**

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**M/S (Westerberg/Hill): To approve the request by Idaho State University to execute an amended lease agreement with the Idaho State University Federal Credit Union in accordance with the terms provided in Attachment 1.** The motion carried unanimously.

7. Idaho State University – Disposal of Real Property – O’Neill Property in McCammon, ID

**BOARD ACTION**

**M/S (Westerberg/Hill): To approve the request by Idaho State University to proceed with the sale of the subject real property in McCammon, Idaho for \$7,000, and to authorize Idaho State University finance staff to sign all necessary documents to complete the sale on behalf of the Board of Trustees, as described in the documents provided.** The motion carried unanimously.

Mr. Westerberg indicated approval of the request allows ISU to dispose of unneeded property.

9. Idaho State University – Online Program Fee – Community Paramedic Academic Certificate Program

**BOARD ACTION**

**M/S (Westerberg/Clark): To approve the request by Idaho State University to establish a \$3,300.00 online program fee for the Community Paramedic certificate program.** The motion carried unanimously.

Mr. Westerberg indicated the item is a request by ISU for the establishment of an on-line program fee for the Community Paramedic Academic Certificate Program. The proposed online program fee for this program is \$3,300.

10. Eastern Idaho Technical College – Right of Way Agreement – City of Idaho Falls

**BOARD ACTION**

**M/S (Westerberg/Hill): To approve the request by Eastern Idaho Technical College to grant the City of Idaho Falls 0.226 acres of permanent easement and 0.186 acres of right of way corresponding with the documents submitted to the Board as Attachments 1 through 4, and to authorize the College’s President to execute all necessary related documents.** The motion carried unanimously.

Mr. Westerberg indicated this is a request by Eastern Idaho Technical College to provide a right of way easement to the City of Idaho Falls at the intersection of Hitt Road and 17<sup>th</sup> Street.

**DEPARTMENT OF EDUCATION (Department)**

1. Superintendents Update

Superintendent Ybarra provided a report to the Board from the Department of Education. She reported that they are focused on development of the budget which is due September 1<sup>st</sup> and she will provide an overview of it at the October Board meeting. Ms. Ybarra reported on the status of the IRI and that they are looking at vendors and RFPs. She reminded the Board there

**BOARDWORK**  
**OCTOBER 20, 2016**

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is no money in the budget for it, but expected to provide an update in October on the status and RFP process. Ms. Ybarra introduced the Department's new Chief of Policy, Duncan Robb.

2. Proposed Rule IDAPA 08.02.03.004.01, Rules Governing Thoroughness, Incorporation by Reference – Idaho Content Standards

**BOARD ACTION**

**M/S (Ybarra/Clark): To approve the revisions to the Health, Arts and Humanities, English Language Arts/Literacy, Mathematics, Physical Education, and Social Studies Content Standards and the adoption of Computer Science Content Standards as submitted in attachments 2 through 14.** The motion carried unanimously.

**AND**

**M/S (Ybarra/Critchfield): To approve the Proposed Rule amendment to IDAPA 08.02.03.004.01, Rules Governing Thoroughness, The Idaho Content Standards, as submitted in Attachment 1.** The motion carried unanimously.

Ms. Ybarra provided some historical background on the item and pointed out the science standards are not included in this item. They will come before the Board at a later time.

3. Temporary and Proposed Rule IDAPA 08.02.03.106, .117 – Rules Governing Thoroughness – Advanced Opportunities

**BOARD ACTION**

**M/S (Ybarra/Clark): To approve the Temporary and Proposed Rule amendment to IDAPA 08.02.03.106 and 08.02.03.117, Rules Governing Thoroughness, for Advanced Opportunities, as submitted in Attachment 1.** The motion carried unanimously.

Ms. Ybarra provided background on the item and that the new provisions merge some of the opportunities from these programs with the program known as the Fast Forward Program. The temporary and proposed rule changes repeals the section of rule specific to the Mastery Advancement Pilot Program and adds provisions and clarity to the Advanced Opportunities section on the administration of the new Early Graduation Scholarship. Mr. Matt McCarter provided additional comments on the item and the support it has received. Dr. Clark asked about training for college and career counseling and remarked on the importance of funding for it and that it should be a major legislative item.

**OTHER BUSINESS**

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

**M/S (Critchfield/Hill): To adjourn the meeting at 4:15 p.m.** The motion carried unanimously.

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**BOARDWORK  
OCTOBER 20, 2016**

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

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**DRAFT MINUTES  
STATE BOARD OF EDUCATION  
September 23, 2016  
Office of the State Board of Education  
Len B. Jordan Building, 3<sup>rd</sup> Floor  
Boise, Idaho**

A special meeting of the State Board of Education was held September 23, 2016 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Emma Atchley presided and called the meeting to order at 8:30 am Mountain Time. Ms. Atchley offered a statement clarifying the purpose of this special meeting, indicating that in an abundance of caution regarding concerns raised at the September 19, 2016 Special Board meeting pertaining to the Open Meeting Law, the Board has decided to declare the actions taken at that meeting void. She clarified the numerous efforts, not required by law, the Board extends as a courtesy to the public to be informative about its business. She pointed out that requirements of the Open Meeting Law were followed in accordance for both Special Meetings.

A roll call of members was taken.

**Present:**

Emma Atchley, President	Richard Westerberg
Linda Clark, Vice President	Don Soltman
Debbie Critchfield, Secretary	Dave Hill

**Absent:**

Sherri Ybarra, State Superintendent  
Andy Scoggin

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**

1. Legislative Agenda

**BOARD ACTION**

**M/S (Critchfield/Hill): To approve the proposed legislation with the exception of Advanced Opportunities Focus No. 501-25 in substantial conformance to the form provided and to authorize the Executive Director to make additional changes as necessary as the legislation moves forward through the legislative process. The motion carried unanimously 6-0.**

**BOARDWORK**  
**OCTOBER 20, 2016**

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Board member Critchfield reiterated the information contained in the agenda materials that in June 2016 the Board approved 28 legislative ideas to be submitted through the Governor's Executive Agency Legislation process for the 2017 Session and authorized the Executive Director to identify additional potential legislation for submittal. Six additional legislative ideas were identified by Board staff and authorized by the Executive Director for consideration. Of the thirty-four total legislative ideas, five were withdrawn; four based on legislator feedback and one was determined no longer necessary. Of the twenty-nine remaining legislative ideas, twenty-five have been approved to move forward to the next step in the process, reconsideration by the Board. A summarized list of the legislation was included for review in the Board agenda materials.

Mr. Westerberg expressed concern regarding the advanced opportunities (dual credit) proposed legislation. He pointed out the importance of this program but felt legislative changes might send the wrong message to other state policy makers that the state funded program was not successful. He recommended returning the item to Board staff for additional development and bringing it before the Board at a future date.

Board members and State Department of Education (Department) staff were in agreement with Mr. Westerberg. Mr. Koehler, Chief Deputy Superintendent, commented that the Department staff has put together some information and data regarding the item and would make it available for Board members. He pointed out that regarding General Education Matriculation (GEM), 68% of the dual credits that are paid for through advanced opportunity align with the GEM framework. Additionally, that non-GEM courses paid for through advanced opportunity are primarily CTE courses, foreign languages, or foundations into content areas. The Department is concerned that as the language is written presently, it increases the barrier for those CTE interested students and it may actually disrupt equity available in rural districts. One other concern is that some of the GEM classes do not align with the institutions' courses, which was the original intent. The Department believes the institutions of higher learning need to work together to bring their course titles and expectations into alignment to better help the counselors and administrators of the K12 system. Mr. Koehler also offered to provide a breakdown of classes, funding, and offerings by university and community college of the number and types of classes offered. Ms. Atchley responded that the information would be very helpful to the Board. It was pointed out that the proposed legislation included certificates and would not create a barrier to career technical students.

Ms. Atchley requested discussion on any of the other legislative ideas. Mr. Freeman reiterated that Board staff, the Department, stakeholder groups, and school districts would be working to refine any and all of the proposed legislation as needed.

**OTHER BUSINESS**

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

**M/S (Critchfield/Hill): To adjourn the meeting at 8:45 a.m.** The motion carried unanimously.

**WORK SESSION  
OCTOBER 19, 2016**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
A	<b>IRSA – NWCCU DISCUSSION</b>	Information Item
B	<b>PPGA – TRIBAL GOVERNANCE STRUCTURE DISCUSSION</b>	Information Item
C	<b>PPGA – PERFORMANCE MEASURE REPORTING</b>	Information Item

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**WORKSESSION  
OCTOBER 19, 2016**

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**SUBJECT**

Accreditation Process Discussion with NWCCU President, Dr. Elman

**REFERENCE**

August 2013	The Board was provided with an update of the accreditation process and the status of where each institution is in the process.
August 2014	The Board was provided with an overview of the accreditation process and the status of where each institution is in the process.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

Idaho's public and private colleges and universities are accredited by the Northwest Commission on Colleges and Universities (NWCCU). In 2010, NWCCU implemented changes to the accreditation review process from a five and ten-year review cycle to a seven-year cycle. The seven-year cycle includes five standards and three separate reporting requirements. Accreditation requires institutions to conduct a thorough self-evaluations at year one, mid-cycle (year three), and year seven to address NWCCU Standards for Accreditation.

Standard 2.A, Governance, requires "that institutions demonstrate the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises as necessary, policies and procedures that promote effective management and operation of the institution."

Central to institutional accreditation is Standard 5, Mission Fulfillment, Adaptation, and Sustainability. Based on an institution's definition of Mission Fulfillment, the institution develops and publishes evidence-based evaluations regarding the extent to which it is fulfilling its mission. Institutions are required to regularly monitor internal and external environments to determine how, and to what degree, changing circumstances may impact its mission and its ability to fulfill that mission. Further, Standard 5 requires that institutions demonstrate they are capable of adapting, its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability as necessary.

Given the depth and breadth of the NWCCU standards, there are opportunities for the Board to take advantage of the reporting requirements affiliated with accreditation, in a way that also supports the Board's goals' and objectives for the institutions. Affiliated with Standard 5, one of these ways requires that

**WORKSESSION  
OCTOBER 19, 2016**

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institutions engage in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments. Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment to communicate its conclusions to appropriate constituencies and the public.

**IMPACT**

This information will provide an update to the Board on changes to the accreditation process and where the institutions currently are in that process.

**STAFF COMMENTS AND RECOMMENDATIONS**

In order to provide an opportunity for new Board members to have a greater understanding of the role regional accreditation plays in institutional operations, Dr. Sandra Elman, President of NWCCU will facilitate a discussion and provide an opportunity for more detailed questions and answers.

**BOARD ACTION**

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

**WORKSESSION**  
**OCTOBER 19, 2016**

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**SUBJECT**

Tribal Governance and Relations

**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.

**BACKGROUND/DISCUSSION**

The State Board of Education (Board) formally established the Idaho Indian Education Committee (Committee) to serve as an advisory committee to the Board and the State Department of Education (Department). The committee also serves as a vital communication connection between Idaho's tribes, the Board, and the Department regarding the education of American Indian Students.

In order to effectively support the work of the Committee and the tribes in their unique role in conjunction with the Board and the Department, it is necessary to understand the historical and legal foundation for tribal sovereign governments.

There are over five hundred (500) agreements and treaties that remain valid and "form the baseline parameters of the political relationship between tribes and the United States" (Wilkins, 2002, pp. 42-44). These treaties and agreements guaranteed tribes "all the rights and resources (e.g., rights to water and lands; to hunt, fish and gather; to exercise criminal and civil jurisdiction; to tax) they had not ceded to the federal government when they sold or exchanged the majority of their land – most of North America – were contractual rights that were also protected by the trust doctrine" (Wilkins, 2002, p. 44). Through the trust doctrine, the federal government does not have the same relationship with states as they do with tribal governments. Much of this difference is primarily as a result of the recognition that tribes were sovereign nations continuing to reside within the new boundaries of the United States that required some level of obligation to American Indians and protection from states. Sovereignty is an important element of the relationship between tribal governments, states, and the federal government.

The principles of sovereignty shape not only the relationship between states and the federal government, but the rights of tribal governments in these relationships. Sovereign immunity has been linked to the constitutional doctrine of separation of powers concluding that sovereign immunity is meant to protect the official actions

**WORKSESSION  
OCTOBER 19, 2016**

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of the government from undue judicial interference. While the federal and state governments retain some level of sovereignty, tribal governments were recognized by the federal government as having unique, independent responsibility for the political, cultural, and health and well-being of their members.

The 1975 Indian Self-Determination and Education Act provided tribes more direct control in the management and implementation of social programs and services (e.g. healthcare, education, and housing) within their communities (Deloria & Wilkins, 1999; Conner, 2014; Calloway, 2016). This allowed tribal governments the ability to determine whether or not to allow the federal government to continue managing these services through the Bureau of Indian Affairs, or whether to contract these services more at the local level. This gave tribal government's explicit authority to work with local school boards and state education agencies (Conner, 2014; Wilkins & Lomawaima 2001).

With the federal and tribal resources supporting the education of American Indian students, states and tribal governments have been slow to develop clear policies or partnerships. Idaho has seen some activity as it relates to American Indian education from a policy perspective.

The Board has identified a gap in the educational attainment of American Indian students in Idaho public schools and the need to advocate for and provide access to educational services for Idaho's American Indian students. To that end, they established the Committee in 2013 as a formal committee of the Board. In June 2015 the Board approved the first ever Idaho Indian Education Strategic Plan. The two goals of the Indian Education Strategic Plan are 1) American Indian Academic Excellence, and 2) Culturally Relevant Pedagogy. Associated with those goals the Committee identified performance measures to increase Idaho's educational standards to include tribal culture, history, and government.

The mission of the Committee is to create conditions for and support the efforts of raising the bar and eliminating the gap of academic achievement. Four of the seven key responsibilities of the Committee, identified in Board Governing Policies & Procedures, relate to making recommendations on American Indian achievement and overall pedagogy. Specifically the relevant responsibilities are as follows: 1) making recommendations for educational policy for American Indian student access, retention, graduation and achievement; 2) making recommendations on instructional materials to ensure inclusion of cultural knowledge and tribal context at the elementary, middle/junior high, and high school, and postsecondary level; 3) making recommendations to ensure integration and use of cultural knowledge and tribal context as a component of instructional practice in schools that serve predominantly American Indian students; and 4) reviewing American Indian student achievement data for purposes of making formal recommendations to the Board to raise the bar and eliminate achievement gaps.

**WORKSESSION  
OCTOBER 19, 2016**

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**IMPACT**

To support the necessary educational policy work, staff and the Committee believe it is important to provide historical policy and regarding the sovereign nature and unique role of tribal communities to and with the Board.

**ATTACHMENTS**

Attachment 1 – Example - Coeur d’Alene Tribe Information

Page 5

**STAFF COMMENTS AND RECOMMENDATIONS**

A presentation will be led by committee members and Helo Hancock, Legislative Director for the Coeur d’Alene Tribe that will cover federal, state and tribal roles, sovereign status, federal trust responsibility, and the history of Indian Education in Idaho. Committee members will also speak to the unique role the tribes have with the Board’s Indian Education Committee.

The presentation is intended to engender conversation about what role the Board can play with the Tribes to help meet the unique needs of American Indian students enrolled in the state’s public schools and institutions.

**BOARD ACTION**

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

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The Coeur d'Alene Tribal Seal, designed by the late Lawrence Aripa, includes the following elements:

**The cross** represents the strong ties of the Tribe to the Catholic Church and the Jesuits' long history of commitment to the Tribe, along with the underlying spirituality that is so much a part of the Coeur d'Alene people.

**The map of Idaho** signifies the political relationship between the Tribe and the State. The reservation is located within the boundaries of Idaho, but the Tribe is also a political entity and has a role within the state. Idaho is colored green, signifying the area's natural beauty.

**The headdress** represents Tribal leadership—not just in the current political sense, but in all ways in which the Coeur d'Alene people were led from time immemorial. Coeur d'Alenes depended upon strong leadership in their camps and extended family groups and in their relations with their enemies and neighbors. The headdress reminded Lawrence Aripa of all of those great headmen and chiefs that he was fortunate to have known in his lifetime.

**The pipe of peace** represents a history of friendly government-to-government relations.

**The open book and quill pen and ink in the foreground** represent education. Even before the days of treaty negotiations, it became clear to the Tribal leadership that if the Coeur d'Alenes were to survive, they must pursue formal education and impart it to their young people. This did not mean that they were to forget the old ways, but that they needed to learn about the modern world and become knowledgeable in its ways in order to serve their people.

Cover photo by Jack McNeel

**COEUR D'ALENE TRIBE**  
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## COEUR D'ALENE TRIBE

# Facts about Indian Country AN OVERVIEW

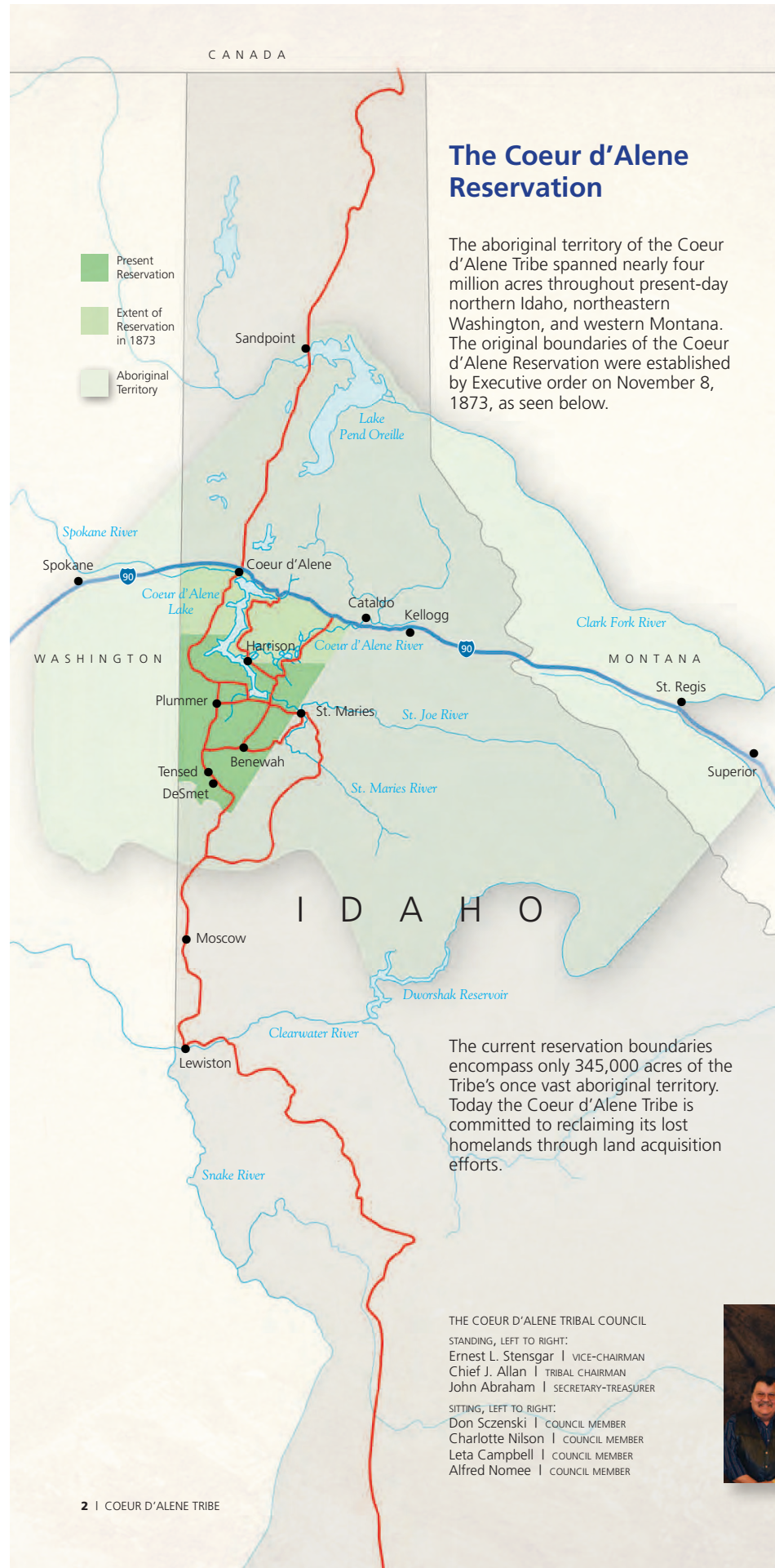
The Coeur d'Alene Tribe comes from a rich tradition shaped by those who came before, with hope and promise for those yet to come. The Tribe's destiny lies in the continuing strength of its members—the *Schitsu'umsh*, "Those Who Are Found Here."



# Schitsu'umsh

"THOSE WHO ARE FOUND HERE"





**Coeur d'Alene Tribal Government**

The sovereign Coeur d'Alene Tribe, organized under a constitution approved by the Bureau of Indian Affairs on September 2, 1949, is governed by a seven-person Tribal Council. Council members are elected to three-year terms by the general membership of the Tribe, which currently numbers over 2,300. Executive leaders (i.e., chairman, vice chairman, and secretary-treasurer) are elected internally by the Council to one-year terms.

Through self-determination, and with a focus on investment in the community, the Coeur d'Alene Tribe successfully manages programs that provide such critical services as health care, law enforcement, education, natural resource management, and many others. The Coeur d'Alene Tribe and its business entities provide jobs to roughly 2,000 employees making it one of the largest employers in North Idaho.

The Tribal government operates through nineteen departments, whose directors report to the Tribal Council. These directors enjoy the council's trust and are, in turn, expected to make independent decisions within the bounds of their responsibilities.

The Coeur d'Alene Tribal membership, elected leaders, and staff continue to strive for the goal of self-sufficiency, focusing on initiatives that promote economic development and increased educational and employment opportunities within the organization and for the Tribal membership.

In order to better address important issues, the Coeur d'Alene Tribe and the State of Idaho have cooperated on a broad range of regulatory matters through intergovernmental agreements, state statutes, and compacts regarding such issues as fuel taxation, gaming, and law enforcement cross-deputization agreements.



TRIBAL ORGANIZATIONAL CHART



**Coeur d'Alene Tribe: Economic Impact**

The Coeur d'Alene Tribe's economic and government operations have a \$309 million impact on the state economy. According to a 2009 University of Idaho study, almost 4,000 jobs exist as a result of the Tribe's economic activities.

The Tribe generates over \$12.4 million in state sales taxes, property taxes, and excise taxes, and Tribal employees account for more than \$4 million in state income taxes.

A 2009 analysis of Idaho's five Indian reservations showed that Idaho tribes are among the top ten employers in the state. Their annual economic activity accounts for \$850 million in the state economy, as well as \$23 million in taxes paid to the state by tribes and their employees.

In 2011, the Coeur d'Alene Tribe completed a \$75 million expansion of its casino resort hotel, adding nearly 100 new rooms and a state-of-the-art spa facility. The Tribe has continued to make upgrades and improvements to ensure the best experience for its visitors.

In October 2012, the Tribe opened its new \$17.3 million medical center in Plummer. The Tribe's Benewah Medical Center has served more than 30,000 patients since it opened in 1990. Roughly half of the center's patients are non-Indians.

In order to provide the community with unique and diverse employment opportunities, the Tribe has invested in several business operations and enterprises since 2005, including investments in information technology and manufacturing.

The Tribe spends over \$2 million annually on management efforts at Lake Coeur d'Alene, the most popular lake in the state, and maintains and preserves wetlands and forests for future generations to enjoy.

The Tribe gives significant gifts to charities and nonprofits each year. In 2012, more than 50 schools, school districts, and nonprofit organizations received more than \$1.3 million in education donations from the Coeur d'Alene Tribe, bringing the Tribe's donations to more than \$18.5 million since 1992. Recipients have used donations to upgrade technology, purchase updated textbooks, provide student scholarships, and fund programs such as textiles, reading, music, arts, and vocational classes.

Between 2007-2012, the Tribe contributed more than \$5 million toward Citylink, a free public transportation system serving more than 2 million passengers in the Coeur d'Alene, Post Falls, and reservation communities since its inception. The Tribe continues to provide significant financial support for Citylink's operations.

In Fiscal Years 2011-2012, the Tribe spent \$2.6 million on road construction and maintenance projects on the reservation. These improvements benefit everyone in the community.

The Tribe maintains a 16-person police department to protect the reservation community. The Tribe's police officers must complete the Idaho Peace Officer Standards and Training (POST) academy and maintain at least the same or additional training as other peace officers in the state. The department works closely with local, state and federal agencies.





## Tribal Sovereignty: Rights and Responsibilities

The United States Constitution recognizes that Indian tribes are sovereign governments, similar to how the individual states are treated as sovereign governments. Tribes received a guarantee of sovereignty and self-government in consideration for the millions of acres of Indian lands ceded to the United States during the late 1800s. This guarantee and the unique trust responsibility that exists between Indian tribes and the federal government have been repeatedly reaffirmed by the U.S. Supreme Court, the President, and Congress as legally enforceable obligations through treaties, case law, federal statutes, Executive orders, and other administrative policies.

Self-government is essential for tribal communities as they strive to protect their unique cultures and identities. Tribal sovereignty assures that tribes have the inherent right to develop their own form of government, determine their own citizenship, and establish their own civil and criminal laws and tribal courts. In addition, tribal governments possess the authority to tax, to license and regulate, and to exclude people from tribal lands.

With these sovereign powers, Indian tribes have a responsibility for a broad range of governmental activities on tribal lands, including those relating to education, law enforcement, justice systems, environmental protection, and basic infrastructure such as roads, bridges, sewers, solid waste treatment and disposal, and public buildings. Over 560 Indian nations, representing a wide variety of ethnic, cultural, and linguistic traditions, are presently recognized by the U.S. government.

## The Federal Trust Relationship

The federal trust responsibility to Indian tribes, much like a fiduciary duty, is one of the most important doctrines in federal Indian law. The government's obligation to Indian tribes derives from the vast amounts of Indian lands and resources that were ceded to the United States in exchange for promises of sovereignty and other essential protections. In order to fulfill the terms of this responsibility, the federal government is obligated to protect tribal self-governance, tribal lands, assets, resources, and treaty rights, and to carry out the mandates of federal statutes and court cases. The U.S. Supreme Court has defined the duties of the federal government under this unique relationship as "moral obligations of the highest responsibility and trust."

## Relationships Between State and Tribal Governments

The U.S. Constitution gives exclusive authority over Indian affairs to the federal government, not state governments. Tribal governments are not subservient to state governments and retain the right to create laws that are stricter or more lenient than state laws. State laws cannot be applied where they interfere with the right of a tribe to make its own laws protecting the health and welfare of its citizens, or where they would interfere with any federal interest. In general, states may regulate only on matters that are exclusive to non-Indians and that do not affect tribal interests. In many cases tribal-state relations can become jurisdictional battles over when and how the state may regulate on tribal lands. However, many states and tribes have resolved to cooperate on a broad range of regulatory matters through intergovernmental agreements, state statutes, and compacts regarding such issues as taxation and gaming.



## Federal Policy in Indian Country

*A brief history of federal policy toward Indian Nations provides background for a better understanding of today's tribal governments.*

### Before 1492

#### Pre-Columbian Period

Indian people lived in organized societies with their own forms of government for thousands of years before contact with Europeans.

### 1492-1828

#### Colonial Period

The proliferation of European colonies created a dominant presence on the east coast of North America. These colonies acquired some Indian lands under the doctrine of discovery and signed treaties with the tribes for additional land. Colonial governments treated Indian tribes as governments, setting the precedent for future relations. Following the Revolutionary War, the newly established United States government took pains to maintain peace and diplomatic relations with neighboring tribes.

### 1828-1887

#### Removal, Reservation, and Treaty Period

As the U.S. population and military strength grew, so did pressure by the U.S. government on eastern tribes to move west, resulting in forced migration. Seeking to obtain more Indian land, the U.S. government embarked on an aggressive military campaign throughout the West, relocating tribes to Indian reservations. In general, reservations were established through treaties and executive orders for exclusive use and benefit to Indian people. Large tracts of land were ceded by Indian nations to the U.S. government for perpetual rights, including the right of tribal self-governance on reservations.

### 1887-1934

#### Allotment and Assimilation Period

Settlers' increasing desire for land within reservations and the push to assimilate Indians into mainstream American life led to the General Allotment Act of 1887. The Act (also known as the Dawes Act) dictated the forced conversion of communally held tribal lands into small parcels for individual Indian ownership. Reservation lands deemed by the federal government to be "surplus"—as they were not directly held by tribal members—were taken from tribes and given to settlers, most often without compensation to the tribes. Lands taken under the Act included more than 90 million acres, or about two-thirds of reservation lands across America.

### 1934-1945

#### Indian Reorganization Period

After recognizing the devastation that was occurring in Indian country as a direct result of the General Allotment Act, the federal government ended the discredited policy of allotment by enacting the Indian Reorganization Act of 1934. Under this Act, the federal government began to restore Indian lands to tribes, attempted to help tribes reform their own governments, and created programs and projects to rehabilitate Indian economic life. These efforts were critical in reestablishing tribal economies and formed the basis for renewed tribal autonomy, but too often forced European/Anglo values and government structures upon tribes, thereby damaging traditional values and governance.

### 1945-1968

#### Termination Period

During this era, Congress misguidedly decided that federal recognition and assistance to more than 100 tribes should be terminated. Public Law 280, passed in 1953, imposed state criminal and civil jurisdiction on many tribes throughout the country. These policies created economic and social disaster for many tribes, resulting in millions of additional acres of valuable land and natural resources being taken out of Indian hands. Federal policy emphasized the physical relocation of Indians from reservations to urban areas, further distressing traditional values and governance of tribal peoples.

### 1968-Present

#### Self-Determination Period

A resurgence of tribal government activity in Congress and in the federal courts ended the highly destructive termination era and pushed U.S. policy toward self-determination and self-governance, favoring tribes' control over their own destinies. Exercising control over their own lands and resources, tribes have made great strides toward reversing the blight caused by previous federal policies and reviving unique tribal cultures and societies. Under the self-determination acts, tribal governments manage many federal programs intended to serve Indian people.



## Facts About Indian Tribes: Frequently Asked Questions

**Why are Indian tribes and their members treated differently than other racial minority groups such as African Americans, Latinos, or Asian Americans?** American Indians are members or citizens of tribal governments that maintain a unique relationship with the federal government because of treaties and promises made in return for the vast amounts of Indian lands ceded by tribes to the U.S. government. Article 1, Section 8 of the U.S. Constitution reads, "The Congress shall have power to...regulate commerce with foreign nations, and among the several states, and with the Indian tribes." The supreme law of the United States clearly recognizes the governmental status of Indian tribes and creates the basis for the special federal trust relationship with tribal governments.

**Do Indians receive checks from the federal or state government just because they are American Indians?**

No. This rumor has persisted for generations in the non-Indian world. Any money received by a tribal member from the federal government is for assets owned by such individuals which are held in trust by the government. For example, the federal government may disburse a portion of the income from an individual Indian's trust land leased to a farmer for agricultural use.

**Do Indians pay taxes?** Yes. Individual Indians and their businesses pay federal income tax just like every other American. The one exception is when an Indian person receives income directly from a treaty or trust resource such as minerals or timber. Such trust income is not federally taxed. States also cannot tax tribal members who live and derive their income on the reservation.

**Do tribal governments pay federal taxes?** Tribal government revenues are not taxed, just as state and local government revenues are not taxed. The federal government has never taxed governmental revenue of state, tribal, or local governments. Like state and local governments, tribal governments use their revenues to provide essential services for their citizens. Unlike state governments however, tribal governments are not in a position to levy property or income taxes.

**Do tribal governments pay state taxes?** States cannot directly tax a tribal government, just as states cannot directly tax another state government. The Supreme Court has held that state governments can collect excise taxes on sales to non-Indians that occur on a reservation, so long as the tax does not fall directly on the tribal government. However, many states and tribes have developed a variety of methods for determining and collecting these taxes, which most often take the form of intergovernmental agreements or compacts.

**Does the federal government provide all the necessary funding for Indian tribes?** No. Like state governments, tribal governments receive some federal funding for the limited government programs they operate. The federal government has an obligation to tribes, based on treaties, Executive orders, and the overall trust responsibility. Despite these obligations, federal funding is severely inadequate. Thus tribal governments rely heavily on revenues from economic development initiatives and enterprises to fund programs necessary to operate essential tribal functions.

**Do states provide funding to Indian tribes?** Generally, no. States do not allocate funding to tribal governments. In fact relatively few state dollars—including any grant awards or delegated agency agreements—go to Indian tribes. Tribes must use funding from alternative sources to fund many essential government functions.

**Does the federal government pay all expenses for individual Indians on the reservation, including health care, housing, and college tuition?** No. The federal government provides some basic health care funding for American Indians through the U.S. Department of Health and Human Services Indian Health Service, but at levels that have been inadequate for decades. The Department of Housing and Urban Services provides some limited housing on the reservation, but again this funding has also been historically inadequate; some of the nation's highest rates of homelessness and overcrowding are found on reservations. The federal government provides some assistance to tribal colleges, but higher education is generally not provided. To meet this need, many tribes attempt to generate and allocate revenues for higher education through enterprise and economic development initiatives.

**How do Indian tribes use the revenues from Indian gaming?** Like state and local governments, the revenues accruing to tribal governments from any source are used as a base to fund essential services such as education, law enforcement, tribal courts, economic development initiatives, and infrastructure improvement. Much like state revenues, tribal governments use gaming revenues to fund social service programs, scholarships, health care clinics, new roads, new sewer and water systems, adequate housing, and chemical dependency treatment programs, among others. In fact, Indian tribes are required by the Indian Gaming Regulatory Act (IGRA) to use their gaming revenues for such purposes. Tribes have also found it necessary to use gaming revenues to subsidize federal funding shortfalls because of inadequate or reduced federal appropriations. Some tribes distribute a share of the remaining funds to tribal members in the form of a per capita payment. The typical per capita payment amount for most rural tribes is usually less than \$500 per tribal member per year.

**What is the overall impact of Indian gaming?** While a handful of tribes have achieved a measure of success, the vast majority of tribes are challenged with severe economic depression. Statistics indicate that unemployment, health, education, and income disparities for American Indians are some of the worst in the country. Where Indian gaming has been successful, it has had a significant beneficial economic effect on some of the most impoverished communities in the U.S. It has provided thousands of jobs for both Indians and non-Indians alike, and infused millions of dollars into state and local economies through payroll taxes and state income taxes paid by non-Indian employees, while providing other direct benefits to state and local governments.

**Do federal laws apply to Indian tribes?** Generally, yes. Exceptions include situations in which federal law touches upon the exclusive right of self-governance, when application of the law would abrogate rights guaranteed by treaty or Executive order, or when there is some evidence that Congress did not intend the law to apply to Indian tribes.<sup>1</sup>

**Do state laws apply to Indians on Indian reservations?** Generally, no. Exceptions include Public Law 83-280,<sup>2</sup> the General Allotment Act,<sup>3</sup> and certain federal laws passed between 1953 and 1966. Public Law 83-280, passed in 1953, provides a method by which states, without tribal consent, may assume concurrent jurisdiction over certain areas in Indian Country. In 1963, the State of Idaho assumed concurrent jurisdiction in seven areas of the state, including the Coeur d'Alene Reservation, without tribal consent.<sup>4</sup> The General Allotment Act did not give states any specific jurisdiction in Indian Country, but it did allow non-Indians to own fee land within reservation boundaries, exposing these lands to state taxation.

**Can a tribal government be sued?** Tribal governments possess a form of sovereign immunity from suit that is comparable to the immunity of states, local governments, and the federal government. Like the federal government, tribal governments retain limited immunity in order to protect government funds, but typically provide for insurance and limited waivers of such sovereign immunity to take responsibility for actions of tribal governments and employees.

**Do Indian tribes have court systems?** Yes. Most tribes have trial and appellate judges, court clerks, filing systems, and Law and Order codes.

**Do Indian tribes have criminal jurisdiction over non-Indians?** No. In 1978 the U.S. Supreme Court ruled that tribes do not have criminal jurisdiction over non-Indians.<sup>5</sup> Non-Indians committing crimes on Indian reservations are generally subject to federal or state prosecution. However, through state legislation and/or cooperative agreements, qualified tribal law enforcement officers can be cross-deputized, or the equivalent, and therefore enforce the laws of each jurisdiction falling within the boundaries of the reservation.

**Do Indian tribes have civil jurisdiction over non-Indians?** In 1981 the U.S. Supreme Court held that a tribe can exercise civil jurisdiction over a non-Indian if the non-Indian has a consensual relationship with the tribe or the non-Indian is doing something that imperils the tribe's political integrity, economic security, or health and welfare.<sup>6</sup> Civil jurisdiction over non-Indians on Indian reservations is oftentimes best addressed through government-to-government agreements and other such compacts.

**What are tribal trust lands?** Between 1887 and 1934, the U.S. government took over 90 million acres—nearly two-thirds of all reservation lands—from Indian tribes without compensation. This land was given to non-Indian settlers. The termination era of the 1940s and 1950s resulted in similarly unjust losses of reservation lands. In an attempt to remedy the effects of failed federal policies, title to tribal land was transferred to the federal government in a trust status for the benefit of current and future generations of tribal members. Most often this land is within the boundaries of a reservation. Trust status means that the land falls under tribal government authority and is generally not subject to state laws. Trust status also creates limitations regarding the use of the land and requires federal approval for most actions.

**Can Indian tribes place more land into trust?** The federal government and the tribes have the ability to put additional land into trust through the "fee to trust" process. Lands eligible for this process are typically purchased by the tribe from non-Indians at a premium price. The "fee to trust" process can be completed only by the Secretary of the Interior or Congress conferring trust status to such lands. Specific regulations require that the Secretary allow state and local governments to comment on the impacts of such transfer in status.

CASE LAW CITATIONS:

<sup>1</sup> Federal Power Commission v. Tuscarora, 362 U.S. 99 (1960); Donovan v. Coeur d'Alene Tribal Farm, 751 F.2d 1113 (9th Cir. 1985).

<sup>2</sup> 25 U.S.C. §§1321 et seq.

<sup>3</sup> 25 U.S.C. §§331 et seq.

<sup>4</sup> Idaho Code §67-5301.

<sup>5</sup> Oliphant v. Suquamish Indian Tribes, 35 U.S. 191 (1978).

<sup>6</sup> Montana v. United States, 450 U.S. 544 (1981).

Some content throughout this publication, *Facts About Indian Country: An Overview*, was edited from original materials composed by the National Congress of American Indians (NCAI). For more information visit [www.ncai.org](http://www.ncai.org). Additional information in the Frequently Asked Questions section of this publication was edited from excerpts of *The Advocate*, Official Publication of the Idaho State Bar (May 2007).



**WORKSESSION  
OCTOBER 19, 2016**

---

**SUBJECT**

Performance Reporting

**REFERENCE**

June 2014	Board approved the institutions updated strategic plans, including performance measures for the next four years.
October 2014	Board reviewed performance measures for the period from FY 2015 – FY 2019.
December 2014	Board discussed amendments to its statewide K-20 Education Strategic Plan
February 2015	Board approved amendments to its statewide K-20 Education Strategic Plan
June 2015	Board approved the institutions updated strategic plans, including performance measures for the next four years.
October 2015	Board reviewed performance measures for the period from FY 2016 – FY 2020
June 2016	Board approved the institutions updated strategic plans, including performance measures for the next four years.
August 2016	Board members requested information on Career Technical teacher preparation program completers.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.M, and III.S.  
Section 67-1901 through 1905, Idaho Code.

**BACKGROUND/DISCUSSION**

The performance measure data are presented annually to provide a general overview of the progress the state public education system is making toward the Board's strategic plan goals as well as the agencies' and institutions' strategic plan goals. This presentation is meant generate a discussion regarding the overall cumulative progress being made toward the Board's goals and objectives as well as the institutions specific goals and objectives and any changes the Board may want to make in December to it is K-20 system wide strategic plan, including performance measures. In addition to the annual performance measure report Board staff will provide the Board with an update on the implementation the Board approved remedial education models and remedial education success rates pursuant to Board Policy III.S, and career technical teacher preparation program completers.

During the October 2011 Board meeting the Board requested that the institutions' strategic plans contain six performance measures that are consistent across the

**WORKSESSION  
OCTOBER 19, 2016**

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public postsecondary educational system. The six system-wide performance measures look at:

- Remediation
- Retention
- Dual Credit Participation
- Certificates and Degrees Conferred
- Cost Per Credit Hour
- Certificates and Degree Completions

**IMPACT**

The data included in this presentation will be used by the Board, institutions, and agencies to direct their future strategic planning efforts.

**ATTACHMENTS**

**Performance Measure Reports**

**Agencies**

Attachment 1 – State Board of Education	Page 5
Attachment 2 – State Department of Education/Public Schools	Page 15
Attachment 3 – Idaho Division of Career Technical Education	Page 19
Attachment 4 – Idaho Division of Vocational Rehabilitation	Page 23
Attachment 5 – Idaho Public Television	Page 27

**Institutions**

Attachment 6 – Eastern Idaho Technical College	Page 31
Attachment 7 – University of Idaho	Page 35
Attachment 8 – Boise State University	Page 41
Attachment 9 – Idaho State University	Page 51
Attachment 10 – Lewis-Clark State College	Page 59

**Community Colleges**

Attachment 11 – College of Southern Idaho	Page 65
Attachment 12 – College of Western Idaho	Page 71
Attachment 13 – North Idaho College	Page 75

**Special and Health Programs**

Attachment 14 – Agricultural Research and Extension Service	Page 81
Attachment 15 – Family Medical Residency (ISU)	Page 85
Attachment 16 – Boise Family Medical Residency	Page 89
Attachment 17 – Forest Utilization Research	Page 91
Attachment 18 – Idaho Dental Education Program	Page 101
Attachment 19 – Idaho Geological Survey	Page 105
Attachment 20 – Idaho Museum of Natural History	Page 109
Attachment 21 – Small Business Development Center	Page 113
Attachment 22 – TechHelp	Page 117
Attachment 23 – WIMU (WI) Veterinary Medicine	Page 121
Attachment 24 – WWAMI Medical Education	Page 125

**Research Specific Reports**

Attachment 25 – Research Activity Report – FY15	Page 129
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**WORKSESSION  
OCTOBER 19, 2016**

---

Attachment 26 – Research Strategic Plan	Page 133
<b>Other Board Strategic Plan Performance Reports</b>	
Attachment 27 – STEM Education	Page 135
Attachment 28 – American Indian Education	Page 137
<b>Math Remediation Reports</b>	
<b>Institutions</b>	
Attachment 29 – Eastern Idaho Technical College	Page 139
Attachment 30 – Boise State University	Page 143
Attachment 31 – Idaho State University	Page 149
Attachment 32 – Lewis-Clark State College	Page 155
<b>Community Colleges</b>	
Attachment 33 – College of Southern Idaho	Page 161
Attachment 34 – College of Western Idaho	Page 165
Attachment 35 – North Idaho College	Page 169
<b>Career Technical Teachers Data</b>	
Attachment 36 – CTE Teacher Data	Page 173

**STAFF COMMENTS AND RECOMMENDATIONS**

The Board approved the institutions' and agencies' strategic plans at the June 2016 Board meeting. The strategic plans include performance measures and benchmarks, by approving the strategic plans the Board is also approving the included performance measures and benchmarks. In September of each year the institutions and agencies are required to select performance measures from their strategic plans and submit them to the Division of Financial Management (DFM). DFM then provides the report to the Governor and the legislature as well as posting them on its website. The performance measures provided in the attached Performance Measure Reports are performance measures approved by the Board through the agencies and institutions strategic plans, the institutions reports include the six (6) system-wide measures in addition to self-selected performance measures out of their approved strategic plans.

This year's presentation will focus on the six (6) system-wide performance measures as well as selected performance measures from the educational pipeline out of the Board's strategic plan; remedial education reform implementation; and career technical teacher preparation. The measures selected out of the Board's strategic plan were selected as viewpoints into the education pipeline that have been identified as critical points where students leave the pipeline. The presentation is formatted to allow for discussion specific to the individual institutions as well as the system as a whole throughout the presentation. The data on all of the performance measures included in the Board's strategic plan are included as part of Attachment 1. Following the presentation, time has been allotted for Board members to discuss and give direction regarding any changes the Board would like to see in either the institution and agencies performance

**WORKSESSION**  
**OCTOBER 19, 2016**

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measures and strategic plans or the Board's strategic plan and performance measures. The Board's strategic plan will be updated and brought back to the Board for consideration at the December 2016 Board meeting. Additional time has also been allocated to continue the discussion of the proposed data dashboard.

**BOARD ACTION**

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

## Part I – Agency Profile

### Agency Overview

The Idaho Constitution, Article IX, Section 2, provides that the general supervision of the state educational institutions and public school system of the State of Idaho, “shall be vested in a state board of education, the membership, powers and duties of which shall be prescribed by law.” The State Board of Education envisions an accessible, seamless public education system that results in a highly educated citizenry that contributes to the overall economy, and improves the general quality of life in Idaho.

The Idaho educational system, consisting of the diverse agencies, institutions, school districts, and charter schools governed by the Board; delivers public primary, secondary, and postsecondary education, training, rehabilitation, outreach, information, and research services throughout the state. These public organizations collaborate to provide educational programs and services that are high quality, readily accessible, relevant to the needs of the state, and delivered in the most efficient manner. In recognition that economic growth, mobility, and social justice sustain Idaho’s democratic ideals, the State Board of Education endeavors to ensure our citizens are informed and educated in order to achieve a higher quality of life and effectively participate in a democratic society.

### Core Functions/Idaho Code

The Idaho State Constitution and Idaho Code charges the State Board of Education (Board) with providing general supervision, governance and control of all educational institutions and agencies supported in whole or in part by the state, which includes public schools, colleges and universities, Division of Career Technical Education, Idaho Public Television, and the Division of Vocational Rehabilitation. The Board is composed of eight members. Seven are citizen members appointed by the governor. The eighth is the state superintendent of public instruction who serves as an *ex officio* member.

The Board is responsible for general supervision and oversight of more than 30 agencies, institutions, health, and special programs; which are as follows:

- 1) Boise State University
  - a) Small Business Development Center
  - b) Tech Help
- 2) Idaho State University
  - a) Family Medicine Residency
  - b) Idaho Dental Education Program
  - c) Museum of Natural History
- 3) Lewis-Clark State College
- 4) University of Idaho
  - a) WI (Washington-Idaho) Veterinary Medicine Program
  - b) WAMMI Medical Education
  - c) Agriculture Research and Extension
  - d) Forest Utilization Research
  - e) Idaho Geological Survey
- 5) Eastern Idaho Technical College
- 6) College of Southern Idaho
- 7) College of Western Idaho
- 8) North Idaho College
- 9) State Department of Education
- 10) Idaho Division of Career Technical Education
- 11) Idaho Public Television
- 12) Idaho Division of Vocational Rehabilitation
- 13) Special and Health Programs:
  - a) Special Programs, Scholarships and Grants
  - b) Health Programs, University of Utah School of Medicine
  - c) Health Programs, Family Medicine Residency of Idaho (Boise Family Medicine Residency)

**WORKSESSION  
OCTOBER 19, 2016**

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
General Fund	\$2,137,000	\$2,323,000	\$2,275,500	\$2,390,500
Federal Grant	\$2,566,700	\$2,880,200	\$1,778,100	\$1,973,600
Misc. Revenue	\$231,000	\$197,900	\$556,800	\$423,000
<b>Total</b>	<b>\$4,934,700</b>	<b>\$5,401,100</b>	<b>\$4,610,400</b>	<b>\$4,787,100</b>
<b>Expenditures</b>	<b>FY 2014</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Personnel Costs	\$1,850,600	\$1,832,100	\$2,104,000	\$2,244,100
Operating Expenditures	\$1,826,400	\$2,242,600	\$1,878,700	\$2,064,700
Capital Outlay	\$0	\$10,100	\$14,900	\$2,900
Trustee/Benefit Payments	\$1,257,700	\$1,316,300	\$612,800	\$475,400
<b>Total</b>	<b>\$4,934,700</b>	<b>\$5,401,100</b>	<b>\$4,610,400</b>	<b>\$4,787,100</b>

**Health Education Programs Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
University of Utah	\$1,257,200	\$1,283,200	\$1,292,800	\$1,314,500
FMRI - Boise	\$1,080,900	\$1,118,700	\$1,118,700	\$1,530,000
FMR - Kootenai	\$0	\$0	\$200,000	\$380,000
Boise Internal Medicine	\$0	\$240,000	\$240,000	\$240,000
Psych Residency	\$111,400	\$121,400	\$121,400	\$157,800
<b>Total</b>	<b>\$2,449,500</b>	<b>\$2,763,300</b>	<b>\$2,972,900</b>	<b>\$3,622,300</b>
<b>Expenditures</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
University of Utah	\$1,257,100	\$1,283,200	\$1,292,800	\$1,314,500
FMRI - Boise	\$1,080,900	\$1,118,700	\$1,118,700	\$1,530,000
FMR - Kootenai	\$0	\$0	\$200,000	\$380,000
Boise Internal Medicine	\$0	\$240,000	\$240,000	\$240,000
Psych Residency	\$111,400	\$121,400	\$121,400	\$157,800
<b>Total</b>	<b>\$2,449,400</b>	<b>\$2,763,300</b>	<b>\$2,972,900</b>	<b>\$3,622,300</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Student Aid Dollars				
• Idaho Promise Scholarship – A	\$304,500	\$283,475	\$159,000	\$72,000
• Idaho Promise Scholarship – B	\$3,477,163	\$3,231,230	\$67,500	\$0
• Atwell Parry Work Study Program	\$1,206,847	\$1,186,000	\$1,186,000	\$1,186,000
• Minority/ "At Risk" Scholarship	\$208,500	\$183,918	\$0	\$0
• Teachers/Nurses Loan Forgiveness	\$166,858	\$111,819	\$67,241	\$2,900
• Grow Your Own Teacher Scholarship	\$363,800	\$0	\$0	\$0
• Opportunity Scholarship	\$862,967	\$1,191,258	\$4,889,535	\$5,091,800
• Freedom Scholarship	\$17,028	\$17,900	\$0	\$176,000
• Peace Officer	\$64,147	\$26,800	\$63,814	\$0
Number of Scholarships Awarded				
• Idaho Promise Scholarship – A	106	96	112	24
• Idaho Promise Scholarship – B	7,634	7,251	150	0
• Minority/ "At Risk" Scholarship	70	70	0	0
• Grow Your Own Teacher Scholarship	86	0	0	0
• Opportunity Scholarship	323	443	1,520	1,764
Public Postsecondary Annual Enrollment Headcount <sup>1</sup>				
• Career & Technical (includes 2-Year Institutions) <sup>2</sup>	7,760	7,066	6,930	6,295
• Undergraduate	63,746	60,984	56,644	55,383
• Graduate	7,284	7,037	7,563	7,554
• Professional	371	358	403	398



**WORKSESSION  
OCTOBER 19, 2016**

Public Postsecondary Annual Credit Hours <sup>3</sup>				
<ul style="list-style-type: none"> <li>Remediation</li> <li>Undergraduate</li> <li>Graduate</li> </ul>	55,852 1,413,794 137,948	44,248 1,363,077 138,491	33,215 1,307,299 144,055	28,524 1,262,568 142,094
Public Postsecondary Annual Full-Time Equivalent Students <sup>1</sup>				
<ul style="list-style-type: none"> <li>Career &amp; Technical (includes 2-Year Institutions)<sup>2</sup></li> <li>Undergraduate</li> <li>Graduate</li> <li>Professional</li> </ul>	4,349 48,099 4,959 409	4,120 46,687 4,943 371	3,959 44,718 5,068 425	3,513 43,626 5,119 398
Annual Advanced Opportunities Enrollment Headcount				
<ul style="list-style-type: none"> <li>Dual Credit</li> <li>AP Enrollment<sup>4</sup></li> <li>AP Examinations<sup>4</sup></li> </ul>	11,313 5,532 9,463	12,443 5,446 9,151	14,815 5,889 9,980	17,659 N/A N/A
Health Education Compacts				
<ul style="list-style-type: none"> <li>Idaho Sponsored Students Enrolled in University of Utah Medical School</li> </ul>	32	32	32	32
Number of Residents in Training				
<ul style="list-style-type: none"> <li>FMRI (Boise)</li> <li>FMR (Pocatello)</li> <li>FMR (Coeur d'Alene)</li> </ul>	42 21 0	46 21 6	47 21 12	49 21 18
College Entrance Exams:				
<ul style="list-style-type: none"> <li>Number of Students Taking ACT</li> <li>Number of Public School Seniors That Took the SAT During Their High School Years</li> </ul>	8,624 16,838	8,095 17,621	7,362 17,222	7,181 N/A
Postsecondary Employee FTE <sup>5</sup>				
<ul style="list-style-type: none"> <li>Faculty</li> <li>Executive/Administrative</li> <li>Managerial/Professional</li> <li>Classified</li> </ul>	1,697.08 119.92 936.34 1,266.65	1,734.11 119.60 990.03 1,278.69	1,759.13 118.74 1,024.23 1,295.00	1,850.20 129.19 1,168.00 1,363.99

N/A – Data not available at time of reporting.

<sup>1</sup> These numbers represent the combined total for all eight public institutions and are reported on the Annual Headcount and FTE report posted on the State Board of Education website.

<sup>2</sup> As submitted or calculated by the Idaho Division of Career Technical Education.

<sup>3</sup> These counts represent the credit hours reported from the institutions and published on the State Board of Education website. These numbers include all public institutions except for EITC.

<sup>4</sup> These numbers are reported by the CollegeBoard in their annual AP state report for Idaho.

<sup>5</sup> These numbers exclude adjuncts. Adjuncts are temporary, non-benefitted employees who typically teach between one and four classes per semester. As such, adjuncts cannot be converted to FTEs with meaningful accuracy. Employee numbers are for Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho.

**Performance Highlights (Optional)**

The Idaho State Board of Education is implementing the Direct Admissions initiative to provide more Idaho students with the opportunity to obtain a postsecondary certificate or degree. Direct Admissions proactively admits Idaho public high school seniors to the state's public higher education institutions based on each student's grade point average (GPA) and college entrance exam score. More than 20,000 Idaho public high school seniors

**WORKSESSION  
OCTOBER 19, 2016**

received letters in November 2015 admitting them to Idaho's public colleges and universities for the fall 2016 semester. Receiving the letter is just the first step, but one that the State Board hopes will present some clear options after high school for Idaho students. The [www.NextSteps.Idaho.gov](http://www.NextSteps.Idaho.gov) web site provided the resources for students to take advantage of the opportunity.

**Part II – Performance Measures**

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>Goal 1: A WELL EDUCATED CITIZENRY</b>						
<i>Idaho's P-20 educational system will provide opportunities for individual advancement across Idaho's diverse population</i>						
1. Percent of Idaho Public High School graduates who enrolled in postsecondary education within 12 months of graduation <sup>1,2</sup> Goal 1 Objective A	actual	54%	54%	52%	46%	-----
	benchmark	60% of Idaho High School Graduates	60% of Idaho High School Graduates	60% of Idaho High School Graduates	60% of Idaho High School Graduates	60% of Idaho High School Graduates
2. High School Graduation Rate <sup>2,3</sup> Goal 1 Objective C	actual	84.1%	77.3% <sup>4</sup>	78.9%	N/A	-----
	benchmark	100.00%	100.00%	100.00%	95.00%	95.00%
3. Percent of Idahoans (ages 25-34) who have a postsecondary credential of a 1-year certificate or greater <sup>5</sup> Goal 1 Objective C	actual	41%	40%	N/A	N/A	-----
	benchmark	60%	60%	60%	60%	60%
4. Percentage of new full-time students returning (or graduated) for second year • 2-year Institution • 4-year Institution Goal 1 Objective C	actual	<i>Fall 2011 cohort</i>	<i>Fall 2012 cohort</i>	<i>Fall 2013 cohort</i>	<i>Fall 2014 cohort</i>	-----
		55.2%	56.2%	56.3%	57.4%	
	benchmark	70.9%	75.2%	75.0%	74.7%	
5. Number of Postsecondary Certificates & Degrees Earned <sup>6</sup> Goal 3 Objective D	actual	13,491	13,767	14,026	N/A	-----
	benchmark	14,000	14,000	14,000	14,000	14,000
6. College Entrance Exams: • Average Composite ACT Score of Graduating Secondary Students Goal 1 Objective D • Average Composite Score of Graduating Secondary Student Taking SAT Goal 1 Objective D	actual	22.1	22.4	22.7	22.7	-----
		1,356	1,357	1,366	N/A	
	benchmark	24.0 1,500 (500 on each exam)	24.0 1,500 (500 on each exam)	24.0 1,500 (500 on each exam)	24.0 1,500 (500 on each exam)	24.0 1,010 (redesigned SAT)
7. Ratio of non-STEM to STEM baccalaureate degrees <sup>6</sup> Goal 1 Objective E	actual	1:0.24	1:0.25	1:0.24	N/A	-----
	benchmark	1:0.25	1:0.25	1:0.25	1:0.25	1:0.25
<b>Goal 3: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM</b>						
<i>Ensure educational resources are coordinated throughout the state and used effectively</i>						
8. 2-Year Institution Remediation Rate <sup>2,7</sup>	actual	59.9%	62.3%	62.9%	60.7%	-----

4-Year Institution Remediation Rate <sup>2,7</sup> Goal 3 Objective C		20.5%	21.5%	23.2%	23.5%	
	<i>benchmark</i>	<55%	<55%	<55%	<55%	<55%
		<20%	<20%	<20%	<20%	<20%

**Performance Measure Explanatory Notes**

N/A – Data not available at time of reporting.

<sup>1</sup> Students who graduated from an Idaho public high school within the previous 12-months enrolled at a postsecondary institution (public or private, in-state or out-of-state).

<sup>2</sup> Does not include Idaho private, parochial, GED or home schooled graduates.

<sup>3</sup> Graduation rate for a year is not determined until after summer and fall (late) graduations, as well as the close of the appeals process in January of the following year.

<sup>4</sup> The 2013-2014 school year marks the first year Idaho used the four-year adjusted cohort graduation rate. The four-year adjusted cohort graduation rate is defined as: The number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school four years earlier, while adjusting for transfer students, those students who emigrated or are deceased.

<sup>5</sup> Estimating 6% certificate attainment and using prior year ACS survey. 2015 data will be released in late October.

<sup>6</sup> Includes degree production at 2-year institutions. Data are collected from IPEDS. These numbers include first and second majors for all degree levels and includes certificates below the baccalaureate level.

<sup>7</sup> 1<sup>st</sup> year Idaho public postsecondary students identified as needing remediation.

**For More Information Contact**

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**WORKSESSION  
OCTOBER 19, 2016**

*DRAFT 10/03/16*

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

Goal/Objective	Performance Measure	2018					
		Benchmark	2012	2013	2014	2015	2016
<b>Goal 1: A Well Educated Citizenry</b>							
Goal 1, Objective A: Access	Annual number of state-funded scholarships awarded.	10,000	7,740	8,225	7,864	1,787	1,798
	Annual total dollar amount of state-funded scholarships awarded.	\$16,000,000	\$7,627,099	\$6,671,809	\$6,187,700	\$6,369,276	\$6,528,700
	Proportion of graduates with debt - 4-year institutions	<50%	64.3%	68.1%	71.3%		
	85% graduating student debt of peers		105.0%	108.5%	109.1%		
	Proportion of graduates with debt - Compared to peers						
	Average 3-year default rate - 4-year institutions	10% reduction	9.9%	8.4%			
	Average 3-year default rate - 2-year institutions	10% reduction	21.8%	20.9%			
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmark on SAT	60.0%			25.7%	25.2%	33.0%
	Percent of Idaho (High School) graduates meeting placement test college readiness benchmarks on ACT	60.0%	26.0%	32.0%	34.0%	37.0%	36.8%
	Percent of high school students enrolled in dual credit courses.	30.0%	15.7%	18.4%	20.3%	23.9%	27.7%
	Number of credits earned in dual credit courses.	180,000	54,465	62,248	68,950	87,684	95,337
	Percent of high school students enrolled in technical competency credit courses.	27.0%	24.3%	24.2%	20.0%	17.6%	
	Percent of students taking AP exams.	10.0%	8.8%	9.0%	8.9%	9.2%	
	Number of AP exams.	10,000	9,193	9,463	9,149	9,980	
	Percent of high school graduates who have participated in one or more advanced opportunities.	80.0%					
	Percent of Idaho Public high school graduates who enrolled in a postsecondary institution within 12 months of graduation from an Idaho high school.	60.0%	54.4%	54.5%	52.2%	45.8%	
	Percent of Idaho Public high school graduates who enrolled in a postsecondary institution within 36 months of graduation from an Idaho high school.	80.0%	62.8%	64.1%			
Increase in cost of attendance (to the student)	<4%		0.6%	1.9%	2.8%	-1.1%	
Goal 1, Objective B: Adult-Learner	Percent of Idahoans (ages 35 to 64) who have a college degree.	37.0%	34.5%	35.3%	34.4%		
	Number of graduates of retraining programs in the technical colleges (integrated, reintegrated, upgrade, and customized).	5 (plus 1 funded by 20 JKAF)	5 (plus 1 funded by JKAF)		15	15	
	Number of GEDs awarded	5,000	3,191	4,829	879	1,653	
	Number of non-traditional college graduates (40+)	2,000	1,900	1,801	1,863	1,811	
	Number of veterans enrolled at public institutions - FT and PT	2,000 total					
Goal 1, Objective C: Educational Attainment	Percent of Idahoans (ages 25 to 34) who have a college degree or certificate of at least 1 year.	60% by 2020	42.0%	41.0%	40.0%		
	High School cohort graduation rate	95.0%	93.3%	84.1%	77.3%	78.9%	

**WORKSESSION  
OCTOBER 19, 2016**

*DRAFT 10/03/16*

	Percentage of full-time first-year freshmen at 2-year Institutions returning for second year.	75.0%	53.1%	54.2%	54.7%	55.0%
	Percentage of full-time first-year freshmen at 4-Year Institutions returning for second year.	85.0%	68.6%	73.0%	74.1%	74.7%
	Unduplicated number of graduates as a percent of degree seeking student FTE.	20.0%				
	Percent of graduates at each level relative to Board target numbers (Certificates)	5.0%	11.9%	11.1%	12.1%	13.4%
	Percent of graduates at each level relative to Board target numbers (Associate's)	25.0%	22.4%	23.5%	24.1%	23.2%
	Percent of graduates at each level relative to Board target numbers (Bachelor's)	55.0%	49.4%	49.4%	49.1%	49.0%
	Percent of graduates at each level relative to Board target numbers (Advanced)	15.0%	16.4%	15.9%	14.7%	14.4%
	Percent of full-time first-time freshmen graduating within 150% of time - 2-year	50.0%	18.6%	18.1%	16.2%	
	Percent of full-time first-time freshmen graduating within 150% of time - 4-year	50.0%	38.5%	41.4%	41.5%	
Goal 1, Objective D: Transition	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - <b>10th Grade ELA/Literacy</b>	100.00%			60.00%	62.00%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - <b>10th Grade Math</b>	100.00%			30.00%	31.00%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - <b>10th Grade Science</b>	100.00%			N/A	66.00%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - <b>5th Grade ELA/Literacy</b>	100.00%			52.00%	54.00%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - <b>5th Grade Math</b>	100.00%			38.00%	50.00%
	Percent of students scoring proficient on the Idaho Standards Achievement Test (2015+) - <b>5th Grade Science</b>	100.00%			62.90%	63.00%
	Average composite ACT score.	24.0	21.6	22.1	22.4	22.7
	Average Total SAT Score	1,010	1,609	1,356	1,357	1,366
	Percent of students meeting college readiness benchmark on the SAT Mathematics exam.	60.0%	66.4%	35.2%	33.0%	36.1%
Goal 1, Objective E: Education to Workforce	Ratio of non-STEM to STEM baccalaureate degrees	1:0.25	1:0.23	1:0.24	1:0.25	1:0.24
	Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.	8	8	8	8	8
	Percentage of Idaho graduates who participated in one of the state sponsored medical programs who return to Idaho	60%				
	Percentage of Boise Family Medicine Residency Graduates Practicing in Idaho.	60%	54%	54%	54%	53%
	Percentage of ISU Family Medicine Residency Graduates Practicing in Idaho.	60%	49%	48%	48%	50%
	Percentage of CDA Family Medicine Residency Graduates Practicing in Idaho.	60%				

**WORKSESSION  
OCTOBER 19, 2016**

*DRAFT 10/03/16*

	Percent of Psychiatry Residency Program graduates practicing in Idaho.	50%	50% (1)	100% (3)	100% (2)	100% (1)
	Percent of graduates (baccalaureate and above) in high-paying jobs three years after graduation.	80%				
<b>Goal 2: Innovation &amp; Economic Development</b>						
Goal 2, Objective A: Workforce Readiness	Percent of students participating in internships.	30.0%	3.9%	4.1%	3.5%	3.4%
	Percent of students participating in undergraduate research.	30.0%				
Goal 2, Objective B: Innovation & Creativity	Institution expenditures from competitive Federally funded grants.	\$112,000,000	\$101,824,222	\$97,304,087	\$87,824,013	\$84,648,829
	Institution expenditures from competitive industry funded grants.	\$7,200,000	\$4,544,394	\$4,288,042	\$3,049,059	\$5,744,474
	Funding of sponsored projects involving the private sector	10% increase	92	92	158	111
	Total amount of research expenditures.	20% increase	\$81,614,760	\$75,244,872	\$73,726,315	\$101,830,918
	Number of startups	10% increase	0	3	0	0
	Number of patents	10% increase	5	32	13	10
	Number of disclosures	10% increase	55	43	47	29
Goal 2, Objective C: Economic Growth	Percentage of graduates employed in Idaho 1 year after graduation	75%				
	Percentage of graduates employed in Idaho 3 years after graduation	80%				
	Increase in Gross State Product (GSP)	3% or more annual growth	-0.1%	2.6%	2.1%	1.9%
<b>Goal 3: Effective &amp; Efficient Educational Systems</b>						
Goal 3, Objective A: Data-informed Decision Making	Number of publicly available data dashboards	10 or more annually				5
	Number of data requests from school districts	20 or more annually				
Goal 3, Objective B: Quality Teaching Workforce	SAT scores of students in public institution teacher training programs	1010				
	ACT scores of students in public institution teacher training programs	24				
	Percent of first-time students from public institution teacher training programs that pass the Praxis II.	90.0%				
Goal 3, Objective C: Quality Teaching Workforce	Percent of Idaho community college transfers who graduate from four-year institutions	50.0%				49.4%
	Percent of dual credit students go-on to postsecondary education within 12 months of graduating from high school	80.0%		71.0%		
	Percent of dual credit students who graduate high school with an Associate's Degree	10.0%	0.1%	0.2%	0.2%	0.3%
	Percent of 4-year postsecondary first-time first year freshman who graduate from an Idaho High School in the previous year requiring remedial education in math and/or language arts.	<20%	20.5%	21.5%	23.2%	23.5%

**WORKSESSION  
OCTOBER 19, 2016**

*DRAFT 10/03/16*

	Percent of 2-year postsecondary first-time first year freshman who graduate from an Idaho High School in the previous year requiring remedial education in math and/or language art.	<55%	59.9%	62.8%	62.9%	60.7%
	Percent of postsecondary students participating in a remedial program who completed the program or course.	95.00%				
Goal 3, Objective D: Productivity and Efficiency	Expense per student FTE	\$12,000	\$20,583	\$20,303	\$21,438	\$22,140
	Graduates per \$100,000	1.7	1.3	1.5	1.5	1.5
	Number of degrees produced	14,000	12,814	13,491	13,778	14,026
	Number of graduates	13,000	11,397	12,216	12,335	12,431
	Cost per undergraduate weighted student credit hour	<\$320	\$459	\$493	\$519	\$537
	Average net cost to attend public 4-year institution.	90% of peers	103.7%	103.1%	107.0%	98.6%
		90% of public 2-year institutions from WICHE states	0.0%	0.0%	0.0%	0.0%
	Average net cost to attend public 4-year institution.					
	Median number of credits earned at completion of an Associates degree program - NON-TRANSFER STUDENTS.	115% of required		Full-time = 89.5; Part-time = 89.9;		
	Median number of credits earned at completion of an Associates degree program - TRANSFER STUDENTS.	115% of required		N/A		
	Median number of credits earned at completion of Bachelor's degree program - NON-TRANSFER STUDENTS.	115% of required		Full-time = 140.8; Part-time = 135.1;		
	Median number of credits earned at completion of Bachelor's degree program - TRANSFER STUDENTS.	115% of required		Transfer = 108.9 (31 to 59 credits)		
	Institution reserves comparable to best practice.	> or = 5%	BSU = 3.5%; ISU= 7.3%; U of I = 2.3%; LCSC = 3.8%	BSU = 5.0%; ISU= 11.7%; U of I = 2.7%; LCSC = 5.1%	BSU = 6.1%; ISU= 16.2%; U of I = 4.2%; LCSC = 6.5%	Not yet available
Goal 3, Objective E: Advocacy and Communication	Next Steps Idaho usage (sessions)	10% annual increase per year			10,930 (Baseline)	105.8%



**Part I – Agency Profile**

**Agency Overview**

The Idaho State Department of Education (SDE) is a government agency supporting schools and students. We are responsible for implementing policies, distributing funds, administering statewide assessments, licensing educators, and providing accountability data. We deliver leadership, expertise, research, and technical assistance to school districts and schools to promote the academic success of students.

**The vision of the State Department of Education is to support schools and students to achieve through the following the following goal:**

**All Idaho students persevere in life and are ready for college and careers.**

The strategy to attaining this goal is to consistently remind students that they are going to experience misfortunes and falls, but that’s certainly not the end of the path to their college and career readiness; it’s how quickly you get up, and that you persevere through the path, that really matters. The Department's mission is dedicated to providing the highest quality of support and collaboration to Idaho’s public schools, teachers, students and parents.

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.

**Core Functions/Idaho Code**

Pursuant to Title 33, chapter 1, Section 125, there is hereby established as an executive agency of the state board of education a department known as the State Department of Education. The State Superintendent shall serve as the executive officer of such department and shall have the responsibility for carrying out policies, procedures, and duties authorized by law or established by the State Board of Education for all elementary and secondary school matters, and to administer grants for the promotion of science education as provided in sections 33-128 and 33-129, Idaho Code.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
General Fund	\$1,279,818,600	1,308,365,400	1,374,598,400	1,475,784,000
Federal Grant	214,588,000	212,095,800	240,306,600	225,894,600
Dedicated Fund	66,873,400	74,458,400	86,703,200	74,080,200
ARRA Stimulus	2,422,600	2,904,100	1,372,800	0
Ed Jobs Fund	<u>5,290,800</u>	<u>0</u>		<u>0</u>
<b>Total</b>	<b>1,568,993,400</b>	<b>1,597,823,700</b>	<b>1,702,981,000</b>	<b>1,775,758,800.00</b>
<b>Expenditure</b>	<b>FY 2012</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Personnel Costs	366,000	739,700	639,000	684,600
Operating Expenditures	5,099,100	14,384,400	8,806,400	12,212,900
Capital Outlay	2,500	722,000	0	4,200
Trustee/Benefit Payments	<u>1,545,149,300</u>	<u>1,588,385,900</u>	<u>1,698,696,200</u>	<u>1,763,912,900</u>
<b>Total</b>	<b>1,550,616,900</b>	<b>1,604,232,000</b>	<b>1,708,141,600</b>	<b>1,776,814,600.00</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Number of School Districts Supported	115 districts 44 charters 1 COSSA	115 Districts 47 charters 1 COSSA	115 Districts 48 Charters** 1 COSSA	115 Districts 48 Charters 1 COSSA
Number of Public School District (K12) Students	285,305	289,063	291,022	294,471
FTE Student Teacher Ratio	19.09	19.10	18.9	18.11

**Performance Highlights *(Optional)***

With this performance goal in mind, it is important that we allow local school districts to make decisions that will support students directly in current issues that need to be addressed. Without local control, students don't receive the direct educational impact that they not only need, but deserve. The fundamental change of approaching educational issues from the bottom-up is our effort to allow for local leadership and teachers to support students directly. Minimizing local leader's ability to make decisions has negatively impacted kids for too long, and we must change the culture of education in Idaho to allow schools and students to achieve.

The department reviewed the mathematics and English Language Arts/Literacy standards in the fall of 2015. The review, called the Idaho Standards for Learning Challenge (Idaho Challenge), was designed to challenge stakeholders to read the standards and then provide specific, actionable feedback on any particular standard. It is also important to note that the Idaho Challenge was not intended to be a referendum on the Idaho Core Standards; only comments and actionable recommendations tied to specific standards were considered. The Idaho Challenge not only allowed stakeholders to be involved, but also gave parents, students, teachers, higher education, and the public at large the opportunity to review the standards based on their experience over the past several years they have been taught in Idaho public schools.

Advanced Opportunities has been offered to students across the state in prior years, and with the success of these programs, the department began offering a web-based portal for secondary students who wished to register for the state's Advanced Opportunities programs. The web-based portal provided a more streamlined approach to registering for the following programs:

- The 8-in-6 Program is designed to help students complete eight years of schoolwork (two years of middle school, four years of high school, and two years of postsecondary or trade school) in just six years. Students accomplish this by taking online courses over the summer and by taking online overload courses during the school year.
- The Fast Forward Program is available for juniors and seniors. Participants in Fast Forward, the most popular of the Advanced Opportunities programs, are eligible for state aid to pay for dual credit courses and college-bearing/professional-technical exams, such as AP (Advanced Placement) exams, CLEP (College Level Examination Placement) exams, IB (International Baccalaureate) courses and some technical education courses and certifications.
- The Early Completers Program also allows students who have completed their state graduation requirements (except for their senior project and senior math course) to use state aid to pay for dual credit courses and college-bearing/professional-technical exams while still in high school. The state will pay up to \$75 per credit hour for up to 18 dual credits per semester (or 12 per trimester).
- The Mastery Advancement Program allows students who graduate from high school at least one year early to become eligible for a post-secondary schools scholarship equal to 35 percent of the Average Daily Attendance state funding allocation that would have been made to their school had they not graduated early.

**Part II – Performance Measures**

Performance Measure	FY 2013	FY 2014	FY 2015	FY 2016	Current Year	
<b>Goal 1</b> <i>All Idaho students persevere in life and are ready for college and careers.</i>						
1. Increase of the number of students proficient or advanced on the ISAT-Percent of students who score proficient or advanced on the ISAT (Grade 10)	actual			<i>ELA 60% Math 30%</i>	<i>ELA 62% Math 31%</i>	-----
	100%	n/a	n/a	<i>ELA 60% Math 30%</i>	<i>ELA 62% Math 31%</i>	<i>ELA 65% Math 35%</i>
2. Implement higher standards in English Language Arts and mathematics-Percentage of students who pass the ISAT (Grade 10)	actual			<i>ELA 60% Math 30%</i>	<i>ELA 62% Math 31%</i>	-----
	100%	n/a	n/a	<i>ELA 60% Math 30%</i>	<i>ELA 62% Math 31%</i>	<i>ELA 65% Math 35%</i>
3. Improve access to post-secondary education while in high school-Percentage of students completing an advanced opportunity(SDE Fast Forward Program only)	actual			29%	32%	-----
	benchmark	n/a	n/a	29%	32%	35%
4. Every high school junior will take a college readiness exam-Percentage of students who score college and career ready in areas of exam: reading and math	actual	<i>Mean Scores Reading 454 Math 453</i>	<i>Mean Scores Reading 464 Math 461</i>	<i>Mean Scores Reading 461 Math 449</i>	<i>Mean Scores Reading 511 Math 491</i>	-----
	100%	<i>Mean Scores Reading 454 Math 453</i>	<i>Mean Scores Reading 464 Math 461</i>	<i>Mean Scores Reading 461 Math 449</i>	<i>Mean Scores Reading 511 Math 491</i>	<i>Mean Scores Reading 561 Math 533</i>

**Performance Measure Explanatory Notes (Optional)**

Performance Measures for SY 2013 and 2014 are not available for number 1 and 2 as this was the old ISAT Test and you cannot compare the previous ISAT to the SBAC test used beginning in SY 2015. Number 3 SY 2013 and 2014 are not comparable to SY 2015 and 2016 as we are only reporting the SDE Fast Forward Program and not the combination of other programs.

<p><b>For More Information Contact</b></p> <p>Tim W. McMurtrey, Deputy Superintendent of Operations          State Department of Education          650 W. state Street          PO Box 83720          Boise, ID 83720-0055          Phone : (208) 332-6955          E-mail : <a href="mailto:tmcmurtrey@sde.idaho.gov">tmcmurtrey@sde.idaho.gov</a>          Website : <a href="http://www.sde.idaho.gov/ope">www.sde.idaho.gov/ope</a></p>
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## ***Part I – Agency Profile***

### **Agency Overview**

The mission of Idaho Career & Technical Education (ICTE) is to prepare Idaho youth and adults for high-skill, in-demand careers.

Idaho Code §33-2202 defines Career & Technical Education as “secondary, postsecondary and adult courses, programs, training and services administered by Idaho Career & Technical Education for occupations or careers that require other than a baccalaureate, masters or doctoral degree. The courses, programs, training and services include, but are not limited to, vocational, technical and applied technology education. They are delivered through the career & technical delivery system of public secondary and postsecondary schools and colleges.”

The Idaho Career & Technical Education (ICTE) is the administrative arm of the State Board for Career & Technical Education that provides leadership, advocacy and technical assistance for career & technical education in Idaho, from secondary students through adults. This includes responsibilities for Adult Basic Education/GED programs, the State Wellness program, state employee training including the Certified Public Manager® program, and the S.T.A.R. Motorcycle Training program and Centers for New Directions.

ICTE is responsible for preparing and submitting an annual budget for career & technical education to the State Board, Governor, and Legislature. Funds appropriated to ICTE include state general funds, federal funds, dedicated funds and miscellaneous receipts.

Career & technical education programs are integrated into the Idaho public education system through school districts, colleges, and universities. ICTE provides the focus for career & technical education programs and training within existing schools and institutions by using a state-wide system approach with an emphasis on student learning, program quality, and industry engagement.

Secondary career & technical education programs and services are provided via junior high/middle schools, comprehensive high schools, career & technical schools, and through cooperative programs with the Idaho Technical College System.

Postsecondary career & technical education programs and services are delivered through Idaho’s six technical colleges. Three technical colleges are located on the campus of community colleges: College of Southern Idaho, College of Western Idaho, and North Idaho College. Two technical colleges are on the campus of four-year institutions: Idaho State University and Lewis and Clark State College. Eastern Idaho Technical College is the only stand-alone technical college in Idaho. The Idaho Technical College System delivers certificate and A.A.S. degree occupational programs on a full or part-time basis; workforce/short-term training; Adult Basic Education; displaced homemaker services; and Fire Service Technology.

The ICTE staff consists of 31 FTP employees; 7 are federally funded, 21 are funded through the state general fund and 3 are funded through a dedicated fund. The ICTE budget also includes 490.86 technical college FTPs.

### **Core Functions/Idaho Code**

Statutory authority for ICTE is delineated in Idaho Code, Chapter 22, §§ 33-2201 through 33-2212 and IDAPA 55. Idaho Code §33-1002G allows school districts to establish career & technical schools and §39-5009 established the displaced homemaker account for appropriation to the State Board. The role of ICTE (IDAPA 55) is to administer career & technical education in Idaho. Specifically, ICTE:

- Provides statewide leadership and coordination for career & technical education;
- Assists local educational agencies in program planning, development, and evaluation;
- Promotes the availability and accessibility of career & technical education;
- Prepares annual and long-range state plans;
- Prepares an annual budget to present to the State Board and the Legislature;
- Provides a state finance and accountability system for career & technical education;

**WORKSESSION  
OCTOBER 19, 2016**

- Evaluates career & technical education programs;
- Initiates research, curriculum development, and professional development activities;
- Collects, analyzes, evaluates, and disseminates data and program information;
- Administers programs in accordance with state and federal legislation;
- Coordinates career & technical education related activities with other agencies, officials, and organizations.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
General Fund	\$48,259,600	\$48,957,400	\$53,079,000	\$54,797,000
Seminars and Publication Fund	\$55,100	\$67,700	\$86,600	\$ 73,800
Displaced Homemaker	\$153,500	\$146,400	\$139,000	\$142,400
Haz Mat/Waste Training	\$67,800	\$67,800	\$67,800	\$67,800
Federal Grant	\$8,529,400	\$9,532,500	\$8,774,800	\$8,824,000
Miscellaneous Revenue Fund	\$1,085	\$128,800	\$210,800	\$314,700
Drivers Training Account	\$3,000	\$1,500	\$0	\$1,300
<b>Total</b>	<b>\$57,069,485</b>	<b>\$58,902,100</b>	<b>\$62,358,000</b>	<b>\$64,221,000</b>
<b>Expenditures</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Personnel Costs	\$2,366,400	\$2,276,600	\$2,263,900	\$2,536,000
Operating Expenditures	\$492,400	\$479,600	\$548,500	\$951,500
Capital Outlay	\$0	\$35,200	\$103,800	\$14,400
Trustee/Benefit Payments	\$55,106,600	\$56,908,500	\$58,416,000	\$61,265,000
<b>Total</b>	<b>\$57,965,400</b>	<b>\$59,699,900</b>	<b>\$61,332,200</b>	<b>\$64,766,900</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Number of Students Enrolled in High School CTE Programs (headcount)	84,423	83,026	85,198	81,545
Number of Students Enrolled in Postsecondary CTE Programs (headcount)	7,760	7,066	6,930	6,295
Number of Technical College FTE enrollments	4,349	4,120	3,959	3,513
Number of Workforce Training Network (WTN) enrollments (headcount)	43,487	39,617	37,908	47,912
Number of WTN enrollments for Fire and Emergency Services Training (headcount)	4,519	3,748	3,454	4,935
Number of clients served in the ABE program (headcount)	6,329	5,091	5,102	4,926
Number of Adults Served in the Displaced Homemaker Program (Center for New Directions)	552	405	463	356
Number of state employees enrolled in the Certified Public Manager (CPM) Program	77	94	48	130
Health Matters Wellness Program monthly average website hits	182,382	217,745	184,175	233,766

**Performance Highlights**

ABE - *The Integrated Transition and Retention Program (ITRP)* is an innovative, coordinated effort that promotes the improvement of student completion rates in technical college programs. ITRP is designed to assist students who may not meet the entry requirements of a technical program or are struggling in a technical program and are in need of remediation in reading, writing, and/or math. These programs feature: 1) ABE and PTE instructors co-teaching in the same classroom and/or co-planning and following up on student progress; 2) ABE instructors creating applied lesson plans in reading, writing, and/or math using technical curriculum content; and, 3) time shortened programs that do not add time to what would normally be required for course completion. This past year ITRP instruction was provided to 213 unique students enrolled in, or seeking to enroll in credit-bearing postsecondary technical programs. Of the 213 students enrolled in ITRP programs, 159 completed their ITRP program. Of those who completed their ITRP program, 134 met their education goal for enrolling in the program (such as improved COMPASS scores or passing their CNA certification exam). In total, 141 participants continued in or qualified to enroll in a technical program without the need for remediation (this number is higher than 134 because some students remain enrolled or became enrolled in a credit-bearing program despite not completing class or meeting the goal).

**Part II – Performance Measures**

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>Board Goal 1</b>						
<i>A Well Educated Citizenry – Idaho’s P-20 system will provide opportunities for individual achievement across Idaho’s diverse population.</i>						
1. Postsecondary student pass rate for Technical Skill Assessment (TSA)	actual	91.4%	92.5%	92.6%	Numbers reported in Nov.	-----
	benchmark	92.0%	92.0%	90.0%	92.5%	92.8%
2. Secondary student pass rate for Technical Skill Assessment (TSA)*	actual	73.2%	73.3%	71.7%	Numbers reported in Nov.	-----
	benchmark	75.0%	75.0%	75.0%	75.6%	75.8%
3. Positive placement rate of postsecondary program completers***	actual	90%	92%	93%	94%	-----
	benchmark	95.0%	95.0%	90.5%	95.5%	95.6%
4. Positive placement rate of secondary program completers****	actual	94%	92%	94%	93%	-----
	benchmark	94.1%	94.1%	94.2%	94.2%	94.2%
5. Rate of secondary program completers (concentrators) who transition to postsecondary education or training****	actual	64%	67%	64%	65%	-----
	benchmark	45%	45%	45%	70%	70%

**Performance Measure Explanatory Notes**

- \* The Perkins Act requires that each state negotiate a target/benchmark with the U.S. Department of Education known as the Final Agreed Upon Performance Level (FAUPL). When our performance doesn’t meet 90% of the FAUPL, we are required to submit an improvement plan. For the Secondary TSA, our benchmark is 75% and 90% of 75% is 67.5%. We met 90% of the benchmark and aren’t required to submit an improvement plan.
- \*\* This is from an Applicable Cohort. All learners who passed the GED test while enrolled in adult education, or have a secondary credential at entry, or are enrolled in a class specifically designed for transitioning to postsecondary education.
- \*\*\* Beginning in FY13, reporting requirements were changed by US Dept. of Education and moved away from a “goal-setting” model. Prior to FY13, this percent was calculated based on the number of students who had the goal of enrolling in postsecondary education and the number who met the goal. In FY13 and later, the percent was calculated based on cohort designation, regardless of whether students had a postsecondary goal. Therefore, figures obtained prior to FY13 cannot be compared.



\*\*\* A technical college CTE completer is a postsecondary student who has completed all the requirements for a certificate or an AAS degree in a state approved career & technical education program. This person must have met all the requirements of the institution for program completion, whether or not the person officially graduated from the institution. Positive placement represents the percent of technical college completers who attain employment, join the military, or continue their education within six (6) months of completing.

\*\*\*\* A secondary CTE completer (concentrator) is a junior or senior student who: (1) has completed four state approved CTE courses in a program sequence which includes a capstone course; OR (2) who has completed all the CTE courses in a program sequence if three or less, OR (3) who is enrolled in a state approved Career & Technical School and is enrolled in a capstone course. Positive placement represents the percent of secondary completers who attain employment, join the military, or continue their education.

Transition to postsecondary education or training is determined by an annual follow-up report of secondary CTE completers (concentrators) who are seniors and graduated. The most recently published overall state rate of 45.0% is from The National Center for Higher Education Management Systems (NCHEMS) Information Center "College-Going Rates of High School Graduates Directly from High School" (2010).

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## Part I – Agency Profile

### Agency Overview

The Idaho Division of Vocational Rehabilitation (IDVR) is an agency under the oversight of the Office of the State Board of Education. Jane Donnellan is the Administrator for the Division. IDVR is charged with several major responsibilities: Management of the State/Federal Vocational Rehabilitation Program, Extended Employment Services (EES) and the fiscal management of the Council for the Deaf and Hard of Hearing (CDHH). It should be noted that nationally, under the Federal Vocational Rehabilitation Program, each state has the ability to choose to have a combined or separate agency to serve the blind and visually impaired. In Idaho, a separate state agency (the Idaho Commission for the Blind and Visually Impaired) provides vocational rehabilitation services for those who have a primary disability of blind and visually impaired.

The Public Vocational Rehabilitation program is one of the oldest and most successful Federal/State programs in the United States. Vocational Rehabilitation serves individuals with severe disabilities that impose significant barriers to gainful employment. In FFY 2015, the average time needed for a person to complete a rehabilitation plan and become employed was 21 months. Furthermore, employment of individuals with disabilities resulted in a 366% increase in customer weekly earnings and significant decreases in the need for public support.

The structure of IDVR includes a Field Services unit as well as a Planning and Evaluation, Fiscal, Information Technology and Extended Employment Services units. Under the Field Services unit, there are eight (8) regional managers who supervise field staff in the following regions: Coeur d'Alene, Lewiston, Boise, Treasure Valley Special Programs, Twin Falls, Pocatello, Idaho Falls, and Caldwell.

IDVR is comprised of 150 employees, of which 142 are full time positions serving in forty (40) offices throughout the state. Offices are located throughout the state to include: Boise, Meridian, Coeur d'Alene, Sandpoint, Lewiston, Orofino, Moscow, Twin Falls, Burley, Pocatello, Blackfoot, Preston, Idaho Falls, Salmon, Rexburg, Caldwell, Nampa, and Payette. There is one (1) Central Office, eight (8) Regional Offices, ten (10) general Sub-Offices, seven (7) Mental Health Sub-Offices, nine (9) School-Work Sub-Offices, and five (5) Corrections Sub-Offices.

### Core Functions/Idaho Code

**Legal Authority for the Idaho Division of Vocational Rehabilitation is** Idaho Code, 33-2301 and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA), 29 U.S.C. 720, and is augmented by regulations promulgated and set forth at 34 CFR § 361.

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

The Extended Employment Services (EES) program provides funding to individuals with severe disabilities who are deemed unable to maintain employment without on-going support. A state financial allotment is provided annually to be distributed by the EES Program Manager to contracted Community Rehabilitation Programs who subsequently provide the long term support to eligible customers (IDAPA 47.01.02 Rules and Minimum Standards Governing Extended Employment Services under the authority of Idaho Code 33-2303).

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 Council's vision is 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 (Idaho Code, Title 67, Chapter 73, Idaho State Council for the Deaf and Hard of Hearing 67-7301 – 67-7308).

**WORKSESSION  
OCTOBER 19, 2016**

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
General Fund	\$7,222,720	\$7,350,178	\$7,344,535	\$7,086,525
Rehab Rev & Refunds	\$586,887	\$653,069	\$310,456	\$985,832
Federal Grant	\$11,316,948	\$12,473,938	\$13,710,931	\$14,457,626
ARRA	\$0	\$8,567	\$0	\$0
Miscellaneous Revenue	<u>\$729,208</u>	<u>\$467,798</u>	<u>\$755,359</u>	<u>\$661,707</u>
<b>Total</b>	<b>\$19,855,763</b>	<b>\$20,953,550</b>	<b>\$22,121,281</b>	<b>\$23,191,690</b>
<b>Expenditures</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Personnel Costs	\$7,903,578	\$8,577,431	\$9,168,672	\$9,129,504
Operating Expenditures	\$1,543,577	\$1,553,005	\$1,831,248	\$1,464,243
Capital Outlay	\$23,025	\$99,255	\$50,271	\$90,337
Trustee/Benefit Payments	<u>\$10,096,090</u>	<u>\$10,852,261</u>	<u>\$11,503,155</u>	<u>\$11,854,930</u>
<b>Total</b>	<b>\$19,566,270</b>	<b>\$21,081,952</b>	<b>\$22,553,346</b>	<b>\$22,539,014</b>

*\*IDVR is primarily a federally funded program that assesses finances on a Federal Fiscal Year basis (October 1-September 30). For this reason, chart data represents figures that are different from State Fiscal year data. Example, FY2016 represents FFY2015.*

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
The Number of Individuals Served by Vocational Rehabilitation	13,129	11,324	11,704	12,177
The Number of Individuals Who Went to Work After Receiving VR Services	1814	1827	1978	2186

*\*Under WIOA, VR program performance reporting changed from a Federal Fiscal Year basis (October 1-September 30) to a Program Year (July 1-June 30) effective July 1, 2016. For this report performance is reported on a complete Federal Year. Example, FY2016 represents FFY2015. Future Performance Measurement Reports will report Program Year (PY) performance.*

**Performance Highlights**

IDVR continues to strive to increase the opportunities for employment for individuals with disabilities by developing new strategies for future success. The following highlights efforts to increase successful rehabilitations:

In FFY2016, IDVR had a 10.5% increase in successful employment outcomes from FFY2015. This increase demonstrates a positive trajectory in maintaining or returning Idahoans with disabilities back to work. Furthermore, 85% of VR customers who achieved or maintained employment reported their wages as their primary means of support. This demonstrates an increase in self-sufficiency and decrease in dependency on public assistance and family support.

Significant changes impacting the Vocational Rehabilitation program came 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.

On June 30, 2016 an advanced posting of the final rules was announced. IDVR has taken steps to strategize and incorporate elements of the law that could be implemented prior to these final rules. The Division will continue to further our understanding and adapting to changes described in the recently published final rule. IDVR continues to work with the core WIOA partners to develop strategies on initiatives that require joint collaboration, such as the combined state plan and common performance measures.

WIOA requires IDVR to implement substantial programmatic changes. These changes will impact policy development, staff training, and compliance reporting requirements. Fiscal and programmatic requirements to State of Idaho

increase and expand services to students and youth with disabilities continue to be one of the division's highest priorities.

IDVR is in a period of transition for the next two program years (July 1-June 30) regarding performance accountability measures. Performance measures have changed dramatically for the program under WIOA. All prior performance measures are replaced with new WIOA common performance measures. IDVR will use the next two years to collect baseline data to establish benchmarks making next year's Performance Measurement Report challenging to formulate. It will appear substantially different from this performance report.

**Part II – Performance Measures**

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>Goal 1</b>						
<i>To provide excellent and quality customer service to individuals with disabilities while they prepare to obtain, maintain, or regain competitive employment and long term supported employment.</i>						
1. Number of individuals exiting the VR program who achieved an employment outcome	actual	1814	1827	1978	2186	-----
	benchmark	N/A	1815	1828	1979	2187
2. Number of transition age youth exiting the IDVR program who achieved an employment outcome will exceed the previous year's performance	actual	542	553	546	576	-----
	benchmark	581	543	554	547	577
3. Meet or exceed the percentage of individuals who exit the VR Program after receiving services who are determined to have achieved an employment outcome	actual	42.36%	60.04%	58.19%	56.59%	-----
	benchmark	55.8%	55.8%	55.8%	55.8%	55.8%
<b>Goal 2</b>						
<i>To provide organizational excellence within the agency</i>						
1. Maintain a customer satisfaction survey rate of at least 90% as demonstrated by "agree" and "strongly agree" responses	actual	N/A	95.8%	93.6%	87.8%	-----
	benchmark	N/A	95%	95%	90%	90%
<b>Goal 3</b>						
<i>To have strong relationships with our stakeholders and partners engaged in the mission of Vocational Rehabilitation.</i>						
1. Increase the number of different occupational areas/categories employers are hiring IDVR customers**	actual	10	13	16	12	-----
	benchmark	9	11	14	17	13

**Performance Measure Explanatory Notes**

The benchmark of 55.8% for individuals who exit the VR program after receiving services who are determined to have achieved an employment outcome is a minimum requirement of the agency established by the federal Rehabilitation Services Administration.

*\*\*Occupational categories are defined by the Bureau of Labor Statistics, Federal Occupational Employment Statistics (OES) program which produces employment and wage estimates annually for over 800 occupations.*

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## Part I – Agency Profile

### Agency Overview

Idaho Public Television (IdahoPTV) is an entity of the Idaho State Board of Education and holds in the public trust television and related broadcast telecommunication licenses issued and governed by the Federal Communications Commission (FCC). IdahoPTV is a statewide, non-commercial broadcast telecommunication system and new media provider with the network operations center located in Boise and additional staffed facilities in Moscow and Pocatello.

IdahoPTV's service to the region began in September of 1965 with KUID-TV, Moscow. Over 50 years, IdahoPTV expanded its reach to include over-the-air broadcast television service to more than 98% of Idaho's population and portions of six adjoining states and Canada through an efficient system of five digital transmitters and 47 translators (42 translators and 5 relays). IdahoPTV's signals are rebroadcast under federal guidelines by cable and satellite systems in the region, as well as a rapidly expanding Internet-based content creation and distribution system. IdahoPTV's services and equipment have been made possible through diverse funding partnerships from individual contributions, grants from foundations and companies, and state and federal sources. IdahoPTV is closely monitoring the congressionally mandated FCC spectrum repacking initiative. This initiative may have impact on several communities throughout the state.

IdahoPTV is a member in good standing of the Public Broadcasting Service (PBS) and is the only locally owned and operated network television station in Idaho.

IdahoPTV received appropriated funding in FY 2016 in the following allocations: Dedicated Funding – 74% and State General Fund – 26%. The dedicated funds are primarily via Friends of Idaho Public Television, Inc., which typically receives around \$4 million annually in donations from about 20,000 individuals, foundations, and organizations. Other dedicated funds come from the Corporation for Public Broadcasting, private grants, and services. IdahoPTV's comprehensive audit is conducted annually by the Legislative Auditor, Legislative Services Office.

IdahoPTV has developed a reputation for producing award-winning quality television and other electronic media. IdahoPTV provides significant local public service to our viewers and users.

Outdoor Idaho continues to air on stations in Oregon and Washington.

According to the Nielsen Survey Index, IdahoPTV once again enjoyed the highest per capita viewership among PBS stations in the United States (February 2016 data).

IdahoPTV produces a number of ongoing series, specials, and services including:

Outdoor Idaho	Idaho Reports (coverage of the Idaho Legislature and statewide public affairs topics)
Dialogue (weekly arts, humanities and public affairs program)	Science Trek (educational science program for grade school students)
The Idaho Debates (primary and statewide election coverage)	Idaho In Session (gavel-to-gavel live coverage of the Idaho House, Senate, JFAC, Idaho Supreme Court, and special meetings)
Governor's State of the State/State of the Budget Address (live)	Ron's Picks
Hymns of Thanksgiving	Idaho Science Journal
Scout/PBS Learning Media (online educational resources)	

Also produced are other special programs including:

Idaho: State of Wonder	Into Africa: The Idaho-Gorongosa Connection
Idaho Geology, A Convergence of Wonders	My Excellent Adventure
Capitol of Light: The People's House	State of Our Parks
The Color of Conscience	Idaho Headwaters
Journey to College	My Father's Idaho

**WORKSESSION  
OCTOBER 19, 2016**

IdahoPTV's community outreach ranges from locally-produced events and workshops to children's events, such as science workshops, program screenings and discussions, science camps, a literacy contest, educator workshops, and online educational resources.

The staff is led by Ron Pisaneschi, General Manager; Jeff Tucker, Director of Content Services; Tim Tower, Director of Finance; Rich Van Genderen, Director of Technology; Jenifer Johnson, Director of Development; and Bruce Reichert, Executive Producer.

**Core Functions/Idaho Code**

Idaho Public Television is not referenced in Idaho Code. It was created by Legislative Intent within the budget process in 1982 and exists under the regulations of the Federal Communications Commission and the governance of the State Board of Education.

The mission of IdahoPTV is to meet the needs and reflect the interests of its various audiences. It does this by:

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

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
General Fund	\$ 1,587,000	\$ 1,826,800	\$ 2,199,700	\$ 2,322,900
Dedicated Fund	965,700	5,037,600	5,235,400	5,458,000
Federal	0	127,000	405,600	0
<b>Total</b>	<b>\$ 2,552,700</b>	<b>\$ 6,991,400</b>	<b>\$ 7,840,700</b>	<b>\$ 7,780,900</b>
<b>Expenditures</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Personnel Costs	\$ 1,694,400	\$ 3,802,500	\$ 3,947,100	4,221,300
Operating Exp.	668,700	2,720,900	2,938,700	2,917,100
Capital Outlay	189,600	468,000	954,900	642,500
Trustee/Benefit Payments	0	0	0	0
<b>Total</b>	<b>\$ 2,552,700</b>	<b>\$ 6,991,400</b>	<b>\$ 7,840,700</b>	<b>\$ 7,780,900</b>

Note: FY 2014 first year fully appropriated.

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Channel Hours for Children (under the age of 12)	14,640	14,374	14,233	14,636
Channel Hours for Ethnic Minorities	5,388	5,455	5,797	5,981
Channel Hours for Learners	13,148	13,733	14,141	13,852
Number of Visitors to idahoptyv.org	1,196,428	1,520,814	1,670,923	1,901,477
Public Affairs Channel Hours	12,272	12,654	13,450	12,702

**Performance Highlights (Optional)**

During fiscal year 2016 –

- 395 kindergarten-third grade students contributed entries for the annual PBS Kids Go! Writers Contest, coming from 63 different communities and 29 classroom teachers.
- 8,246 people accessed learning objects through Scout/PBS Learning Media.
- 31 public events throughout Idaho were attended by a total of 3,972 people.



**WORKSESSION  
OCTOBER 19, 2016**

- 105 third-, fourth-, and fifth-graders participated in Science Trek Overnight Science Camp.
- Idaho Reports published 52 blog posts and has 13,579 followers.
- 2,546,590 pages were viewed on the Science Trek website.
- 634,031 pages were viewed on the IdahoPTV online video player.
- 240,713 visits were made to the Idaho In Session website.

**Part II – Performance Measures**

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>Goal 1</b>						
<p><i>Per 67-1904(1)(b)(i), the agency goals to which each measure corresponds should be provided. Replace the text in this box with a goal from the agency's strategic plan and list beneath it any performance measures primarily associated with that goal. Copy this box and insert it as needed to identify additional goals that subsequent performances measures are designed to evaluate.</i></p>						
1. Number of awards for IdahoPTV media and services.	actual	54	61	55	55	-----
	benchmark	35	35	35	40	40
2. Number of DTV translators.	actual	44 of 49	47 of 49	47 of 49	46 of 47	-----
	benchmark	38 of 43	39 of 43	47 of 49	48 of 49	48
3. Percentage of Idaho's population within our signal coverage area.	actual	98.2%	98.4%	98.4%	98.4%	-----
	benchmark	73.1%	85%	98.5%	98.5%	98.4%
4. Number of partnerships with other Idaho state entities and educational institutions.	actual	*	*	22	26	-----
	benchmark	*	*	20	21	21
5. Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.	actual	*	*	31.1%	31.4%	-----
	benchmark	*	*	24.9%	21.3%	21.3%
6. Percentage of broadcast hours of closed captioned programming (non-live) to aid visual learners and the hearing impaired.	actual	97.35%	97.6%	98.4%	97.6%	-----
	benchmark	97.5%	97.5%	97.5%	97.5%	98.5%
7. Number of IdahoPTV channel hours of Idaho-specific educational and informational programming.	actual	1,798	2,074	1,955	2,050	-----
	benchmark	1,795	1,795	1,800	2,000	2,000
8. Total number of hours of educational programming.	actual	27,778	28,107	28,374	28,488	-----
	benchmark	8,842	10,000	28,000	28,000	28,000
9. Total FTE in content delivery and distribution.	actual	18.31	18.58	18.5	20	-----
	benchmark	<30.45	<30.45	<30.45	<29	<29
10. Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines.	actual	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	-----
	benchmark	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes

**Performance Measure Explanatory Notes** *(Optional)*

\*Performance measure not previously reported.

Performance Measure #2 (number of DTV translators) reflects the loss of one translator and one relay in FY 2016 for the West Yellowstone area because West Yellowstone Translator District chose not to renew their translator and relay licenses.

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**Part I – Agency Profile**

**Agency Overview**

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

**Core Functions/Idaho Code**

Eastern Idaho Technical College was created to provide professional-technical postsecondary educational opportunities. Idaho Statute Title 33, Chapter 2208.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016*</b>
General Fund and Misc. Receipts	\$5,949,091	\$5,925,681	6,473,431	6,956,596
Grants and Contracts	\$3,932,162	\$3,932,913	3,894,107	3,821,587
Student Fees	\$785,091	\$755,404	821,908	852,111
Capital Grants and Appropriations	\$342,704	\$648,132	86,755	92,953
Sales and Services	\$393,834	\$367,409	341,828	346,985
Other	\$40,654	\$29,060	47,072	53,747
<b>Total</b>	<b>\$11,443,536</b>	<b>\$11,658,599</b>	<b>11,665,101</b>	<b>12,123,979</b>
<b>Expenditures</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016*</b>
Personnel Costs	\$7,473,039	\$7,273,089	7,431,387	7,829,481
Operating Expenses	\$4,697,987	\$4,208,132	4,413,552	4,593,799
Capital Outlay	\$342,704	\$648,132	86,755	92,953
<b>Total</b>	<b>\$12,513,730</b>	<b>\$12,129,353</b>	<b>11,931,694</b>	<b>12,516,233</b>

*\*Data for FY2016 is preliminary.*

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Annual (unduplicated) Enrollment Headcount - Professional Technical Education	1,240	1,196	1,172	1,013
Annual Enrollment FTE - Professional Technical	530	514	485	461
Credit Hours Taught	15,917	15,406	14,546	13,838
Degrees/Certificates Awarded - Professional Technical	231	239	217	238
Workforce Training Headcount	11,789	11,446	11,289	11,662
Number and percentage of Students successfully completing Remedial English & Math Courses <sup>1</sup>	138, 70%	89, 72%	68, 76%	119, 82%
Remediation: Number of first-time freshman who graduate from and Idaho High school in the previous year requiring remedial education – unduplicated	13/58, 22%	7/51, 14%	10/44 23%	36/60, 60%

**WORKSESSION  
OCTOBER 19, 2016**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Retention - number of full-time and part-time freshmen returning for a second year or program completion if professional-technical program of less than one year (break out full-time numbers from part-time numbers, this counts as one measure)	FT 68/94 72% PT 82/269 30%	FT 75/114 66% PT 99/278 36%	FT 65/105 62% PT 91/264 34%	FT 73/122 60% PT 99/283 35%
Dual Credit - Total credit hours earned and the unduplicated headcount of participating students	4.00/1	6.00/1	3.00/1	0

**Profile of Cases Managed and/or Key Services Provided Explanatory Notes**

<sup>1</sup> As of 2015FY EITC does not teach Remedial English (ENG-090), students who have a COMPASS score of 47-67 are required to take a non-credit English lab course in conjunction with English 101, and scores below this require ABE courses in English.

**Performance Highlights**

- EITEC received a positive Accreditation by the Northwest Commission (NWCC).
- EITC students repeated as State Champions at the State Postsecondary BPA Competition.
- Work Force Training Served an amazing 11,662 people.
- 72.3% of students in ABE passed and are eligible to go on to college.
- Graduates from FY2015 achieved a positive placement rate of 95.2%.

**Part II – Performance Measures**

<b>Performance Measure</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>Current Year</b>	
<b>Goal 1</b>						
<i>Learning For Work and Life</i>						
1. Increase the academic outcomes of students enrolled in Adult Basic Education Division (ABE)	actual	ABE 1 33%	ABE 1 N/A	ABE 1 50%	40%	-----
	benchmark	55%	55%	54%	ABE 1 54%	51%
	actual	ABE 2 57%	ABE 2 58%	ABE 2 57%	52%	-----
	benchmark	50%	50%	52%	ABE 2 52%	50%
	actual	ABE 3 54%	ABE 3 58%	ABE 3 58%	54%	-----
	benchmark	46%	46%	47%	ABE 3 47%	44%
	actual	ABE 4 36%	ABE 4 33%	ABE 4 51%	53%	-----
	benchmark	36%	36%	44%	ABE 4 44%	40%
	actual	ABE 5 41%	ABE 5 44%	ABE 5 41%	49%	-----
	benchmark	37%	37%	40%	ABE 5 40%	33%
	actual	ESL 1 56%	ESL 1 (NONE)	ESL 1 20%	67%	-----
	benchmark	50%	50%	51%	ESL 1 51%	48%
	actual	ESL 2 53%	ESL 2 57%	ESL 2 33%	14%	-----
	benchmark	54%	54%	55%	ESL 2 55%	55%
actual	ESL 3 50%	ESL 3 46%	ESL 3 44%	38%	-----	

**WORKSESSION  
OCTOBER 19, 2016**

	<i>benchmark</i>	49%	49%	55%	ESL 3 55%	55%
	<i>actual</i>	ESL 4 33%	ESL 4 42%	ESL 4 48%	35%	-----
	<i>benchmark</i>	45%	45%	45%	ESL 45%	44%
	<i>actual</i>	ESL 5 32%	ESL 5 40%	ESL 5 50%	30%	-----
	<i>benchmark</i>	42%	42%	45%	ESL 45%	48%
	<i>actual</i>	ESL 6 20%	ESL 6 25%	ESL 6 19 %	30%	-----
	<i>benchmark</i>	27%	27%	26%	ESL 6 26%	19%
2. Unduplicated number of graduates over rolling 3-year average degree seeking FTE (split by undergraduate/graduate)	<i>actual</i>	45%	48%	48%	52%	-----
	<i>benchmark</i>	55%	55%	55%	55%	55%
3. Degree and certificate production and headcount of recipients (Split by undergraduate/graduate)	<i>actual</i>	232/231	240/239	217/216	239/238	-----
	<i>benchmark</i>	>244	>223	>240	>217	>239
4. 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)	<i>actual</i>	2.16	2.31	2.24	Data pending 2016FY IPEDS Financial report	-----
	<i>benchmark</i>	1.73 – 2.59	2.01 – 3.05	+/- 20% of Peers	+/- 20% of Peers	+/- 20% of Peers
5. Undergraduate Cost per Credit	<i>actual</i>	\$671	\$663	\$768	Data pending 2016FY IPEDS Financial report	-----
	<i>benchmark</i>	<= 25% of IPEDS Peers	<= 25% of IPEDS Peers	<= 25% of IPEDS Peers	<= 25% of IPEDS Peers	<= 25% of IPEDS Peers
<b>Goal 2</b>						
<i>Student Centered: EITC Faculty and Staff are Committed to Students and their Success</i>						
6. Tutoring contact hours in support of student needs for the number of contact hours annually per unduplicated headcount	<i>actual</i>	5 Hours	4 Hours	4 hours	5.76	-----
	<i>benchmark</i>	6 Hours	6 Hours	6 Hours	6 Hours	6hrs
7. Center for New Directions(CND), Number of applicants/students receiving CND services	<i>actual</i>	518	411	258	273	-----
	<i>benchmark</i>	10% > than previous year	569	452	283	300
8. Success & Progress Rate: Percent of full-time new and transfer degree seeking students that are retained or graduate the following year (excluding death, military service, and mission). Split into two rates – (a) one for	<i>actual</i>	a. 74% b. 61%	a. 70% b. 64%	*	a. 73% b. 50%	-----
	<i>benchmark</i>	70%	70%	70%	70%	70%

transfer students and (b) one for new freshmen						
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**Performance Measure Explanatory Notes**

\* Part II number 8: Success & Progress Rate: Was calculated looking from the Fall of the previous FY to the Fall semester in the reported FY to see how many new freshmen came back, graduated, or otherwise were retained. In previous years this number had been calculated in reverse, looking forward to the next FY. We felt this was not an efficient, timely, or accurate way and chose to revise the calculation of this measure from this time forward. Previous years may no longer be a relevant comparison.

**For More Information Contact**

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**Part I – Agency Profile**

**Agency Overview**

As designated by the Carnegie Foundation, the University of Idaho is a high research activity, land-grant institution committed to undergraduate and graduate-research education with extension services responsive to Idaho and the region's business and community needs. The University is also responsible for medical and veterinary medical education programs in which the state of Idaho participates; WWAMI – Washington-Wyoming-Montana-Alaska-Idaho for medical education; WI – Washington-Idaho for veterinary medical education. The University of Idaho has a primary and continuing emphasis in agriculture, natural resources and metallurgy, engineering, architecture, law, foreign languages, teacher preparation and international programs, business, education, liberal arts, physical, life and social sciences; some of which also provide the core curriculum or general education portion of the curriculum.

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

**Core Functions/Idaho Code**

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

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

**Revenue and Expenditures<sup>1</sup>**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Approp: General Funds	\$105,845,666	\$109,403,934	\$117,862,200	
Approp: Federal Stimulus	0	\$0	\$0	
Approp: Endowment Funds	6,466,800	7,166,400	8,356,800	
Approp: Student Fees	68,557,269	70,498,884	75,602,463	
Institutional Student Fees	14,100,681	12,862,510	13,806,620	
Federal Grants & Contracts	85,949,538	82,805,330	81,004,620	
State Grants & Contracts	5,203,701	7,159,952	8,546,228	
Private Gifts, Grants & Contracts	3,881,344	4,937,125	4,334,852	
Sales & Serv of Educ Act	10,235,562	11,642,661	12,142,941	
Sales & Serv of Aux Ent	35,453,721	31,218,731	31,737,838	
Indirect Costs/Other	<u>32,218,097</u>	<u>41,168,262</u>	<u>35,602,107</u>	
<b>Total</b>	<b>\$367,912,379</b>	<b>\$378,863,789</b>	<b>\$388,996,669</b>	
<b>Expenditures</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Instruction	\$99,897,678	\$96,599,708	\$96,827,480	

**WORKSESSION  
OCTOBER 19, 2016**

Research	72,051,811	70,549,782	71,866,308
Public Service	29,738,543	30,931,423	30,944,575
Library	4,645,849	4,776,487	4,817,561
Student Services	13,406,627	12,684,374	13,420,186
Physical Plant	47,576,754	48,999,550	51,664,857
Institutional Support	26,568,110	29,431,281	30,137,479
Academic Support	13,932,134	14,857,699	13,552,644
Athletics	13,269,086	12,097,500	12,079,045
Auxiliary Enterprises	26,003,236	24,824,914	24,089,945
Scholarships/Fellowships	14,389,880	15,126,391	15,136,176
Other	0	0	0
<b>Total</b>	<b>\$361,479,708</b>	<b>\$360,879,109</b>	<b>\$364,536,256</b>

1. These amounts conform to our audited financial statements available in the Fall.

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Annual (unduplicated) Enrollment Headcount <sup>1</sup>				
- Undergraduate	9,650	9,203	8,807	8,574
- Graduate	2,385	2,215	2,171	2,033
- Professional	367	350	<u>395</u>	<u>390</u>
Total	12,402	11,768	13,696	10,997
Annual Credit Hours Taught <sup>1</sup>				
- Undergraduate	276,431	263,730	258,341	250,148
- Graduate	29,149	27,595	27,527	26,737
- Professional	<u>11,691</u>	<u>10,760</u>	<u>12,399</u>	<u>12,128</u>
Total	317,271	302,085	298,267	289,013
Annual Enrollment FTE <sup>2</sup>				
- Undergraduate	9,214	8,791	8,611	8,338
- Graduate	1,215	1,150	1,147	1,114
- Professional	<u>401</u>	<u>363</u>	<u>417</u>	<u>390</u>
Total	10,830	10,304	10,176	9,843
Degrees Awarded <sup>3</sup>				
- Academic Certificates	110	131	102	89
- Undergraduate (Bachelors only)	1,981	2,003	1,866	1,759
- Graduate (Masters, Specialists and Doctorates)	745	638	619	600
- Professional (M.S.A.T., J.D, Ed.D. and D.A.T.)	<u>129</u>	<u>133</u>	<u>123</u>	<u>144</u>
Total	2,965	2905	2710	2592
Graduates – Unduplicated Headcount <sup>3</sup>				
- Academic Certificates	109	130	101	87
- Undergraduate (Bachelors only)	1,889	1,886	1,765	1687
- Graduate (Masters, Specialists and Doctorates)	738	635	618	598
- Professional (M.S.A.T., J.D, Ed.D. and D.A.T.)	<u>129</u>	<u>133</u>	<u>123</u>	<u>144</u>
Total	2,865	2784	2607	2516
Degree Production: Unduplicated HC of Graduates over rolling 3-yr average degree-seeking student FTE <sup>3</sup>				
- Academic Certificates	74%	81%	67%	61%
- Undergraduate	20%	20%	20%	20%
- Graduate	46%	49%	51%	52%

**WORKSESSION  
OCTOBER 19, 2016**

- Professional	31%	31%	28%	33%
Undergraduate Cost per Credit: Cost of College Step 4 <sup>4</sup> / EWA weighted undergrad credits (all students calculated by cip code)	\$147,209,060 / 478,128 \$307.9	\$152,779,307 / 473,447 \$322.7	\$155,880,627 / 465,549 \$334.8	\$153,987,996 / 452,750 \$340.1
Graduates (UG) per \$100,000: unduplicated HC of UG degree + certificate graduates / Cost of College Step 4 <sup>4</sup>	(1,998/ 1472) 1.36	(2,016/ 1527) 1.32	(1,866 /1558) 1.19	(1774/1539) 1.15
Dual Credit hours taught <sup>5</sup>				
- Total Annual Credit Hours	5,034	5,021	6,002	6,754
- Total Annual Student Headcount	1,303	1,136	1,178	1,479
Undergraduate students participating in Study Abroad and National Student Exchange programs <sup>6</sup>				
- Number	411	508	545	506
- Percent	4.8%	6.2%	6.2%	5.9%
Remediation <sup>7</sup>				
- Number of New Frosh from Idaho who need remediation in English/Reading	136 / 1177	179 /1190	162/1145	151 /1159
- Percent	12%	15%	14%	13%
Percent of undergraduate students participating in research programs <sup>8</sup>	74%	67%	66%	63%
Number and Percent of UG degrees conferred in STEM fields <sup>9</sup>				
UI Number / Percent	655 / 1981 33%	748/ 2003 37%	667 / 1866 36%	630 / 1759 36%
Percent of students participating in service learning opportunities <sup>10</sup>				
- Number	3,400	2,026	1462	1,946
- Percent	35%	22%	16.4%	23%
Institution primary reserve ratio comparable to the advisable level of reserves <sup>11</sup>	33%	36%	45%	42%

**Footnotes for Profile of Cases Managed and/or Key Services Provided**

<sup>1</sup> Summer, Fall and Spring, as reported to SBOE on the PSR-1 Annual Student Enrollment Report.

<sup>2</sup> Based on SBOE Annual PSR-1. FTE = Annual Credits divided by 30 for Undergraduate, 24 for Graduate, 28 for Law. WWAMI is student headcount.

<sup>3</sup> Degrees awarded history has been updated to reflect process improvement to provide more accurate counts. (Wherever degrees are used on this report degree counts have been updated.)

<sup>4</sup> Cost of College Step 4 figures based on Audited Financial Statements for previous FY (from General Accounting office). Total weighted undergraduate credit hours from EWA divided by undergraduate dollars from Cost of College report.

<sup>5</sup> Only those postsecondary credits are counted which were also counted for credit at the high school level.

<sup>6</sup> Study Abroad and National Student Exchange are coded in the course subject fields.

<sup>7</sup> Idaho resident new freshman with test scores indicating need for remediation per UI standards.

<sup>8</sup> From the UI web-based, Graduating Senior Survey.

<sup>9</sup> Bachelor's degrees only, as reported to IPEDS. STEM fields using CCA definitions, previous years' values have been adjusted to reflect changing STEM definition.

<sup>10</sup> Number of participating students, as reported by UI Career Center/Service Learning Center, divided by full-time degree seeking student headcount. Prior years' numbers have been adjusted to include all program levels.

<sup>11</sup> As reported by UI Controller's Office, Benchmark based on NACUBO recommendations. Values represent calculations for prior fiscal year. Prior years have been updated at the request of John Keatts, Associate Controller.



**Part II – Performance Measures**

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>Goal 1: Innovate</b>						
1. Number of Postdocs, and Non-faculty Research Staff with Doctorates. <sup>1</sup>	actual	62	65	66	64	-----
	<i>Benchmark</i>	70	70	70	70	70
2. Expenditures from competitive grants & contracts <sup>2</sup>	actual	\$97,227 M	\$95,891 M	\$95,594 M	<i>Available Late Fall</i>	-----
	<i>benchmark</i>	\$105 M	\$105 M	\$105 M	\$105 M	\$105 M
<b>Goal 2: Engage</b>						
3. NSSE Mean Service Learning, Field Placement or Study Abroad <sup>3</sup>	actual	New Metric	New Metric	New Metric	52%	-----
	<i>benchmark</i>	New Metric	New Metric	New Metric	56%	56%
4. Faculty Collaboration with Communities (HERI) <sup>4</sup>	actual	New Metric	New Metric	New Metric	57%	57%
	<i>benchmark</i>	New Metric	New Metric	New Metric	61%	61%
<b>Goal 3: Transform</b>						
5. Enrollment (Fall Census) <sup>5</sup>	Actual	New Metric	New Metric	New Metric	11,372	-----
	<i>Benchmark</i>	New Metric	New Metric	New Metric	12,500	12,500
6. First-year <b>New Frosh</b> Retention Rate <sup>6</sup> Full-time Number Percent	actual	1213/1585 77%	1242/1580 79%	1231/1590 77%	1245/1554 80%	-----
	<i>benchmark (peer median)</i>	70% <sup>8</sup>	83%	84%	84%	84%
7. First-year <b>New Transfer</b> Retention Rate Full-time Number Percent	actual	532/696 76%	434/565 77%	467/575 81%	402/520 77%	-----
	<i>benchmark</i>	76%	76%	76%	76%	76%
8. Percent of enrolled that graduate <sup>7</sup> Undergraduate/Graduate	actual	New Metric	New Metric	New Metric	20%/29%	-----
	<i>benchmark (peer median)</i>	New Metric	New Metric	New Metric	20%/29%	20%/29%
<b>Goal 4: Cultivate</b>						
9. Percent Multicultural Faculty & Staff <sup>8</sup>	actual	New Metric	New Metric	New Metric	19%/12%	-----
	<i>benchmark</i>	New Metric	New Metric	New Metric	20%/13%	20%/13%
10. Multicultural Student Enrollment <sup>9</sup>	actual	New Metric	New Metric	New Metric	2,605	-----
	<i>benchmark</i>	New Metric	New Metric	New Metric	2,922	2,922



### Performance Measure Explanatory Notes

<sup>1</sup> 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>).

<sup>2</sup> As reported to NSF annually by the UI Office of Research and Economic Development. Data is for the year prior to the FY indicated, as that is when we report the research dollars and they are not available until late fall. Enhanced tracking of interdisciplinary grants resulted in higher values for FY2013 (Reported in FY2014).

<sup>3</sup> 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.

<sup>4</sup> 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.

<sup>5</sup> This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of Fall census date. The data is updated annually.

<sup>6</sup> As reported to IPEDS. Each year's rates reflect the percentage returning the fall of the FY specified. In FY2013 the benchmark for First-time Full-time Freshman was obtained from the SBOE Strategic Plan rather than the peer median.

<sup>7</sup> 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.

<sup>8</sup> 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.

<sup>9</sup> 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.

**For More Information Contact:**

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## **Part I – Agency Profile**

### **Agency Overview**

Boise State University is a public, metropolitan research university offering an array of undergraduate and graduate degrees and experiences that foster student success in and after their college years, lifelong learning, community engagement, innovation and creativity. Research and creative activity advance new knowledge and benefit students, the economy, the community, the state and the nation. Boise State is leading the way to Idaho's goal of ensuring that 60 percent of the state's 25- to 35-year-olds have a degree or certificate by 2020, and produces more than 40 percent of all bachelor's degrees awarded by Idaho public universities.

Boise State University employs over 3,000 full and part-time employees, including approximately 1,300 full-time professional and classified staff and more than 600 full-time faculty members. The main campus of Boise State University is located at 1910 University Drive Boise Idaho. Classes are also provided at Gowen Field Air Base, Mountain Home Air Force Base, Twin Falls (CSI campus), Coeur d'Alene (North Idaho College), Lewiston (Lewis-Clark State College), Micron Technology, downtown Boise (BoDo) and Boise State University at College of Western Idaho. In addition, Boise State University provides a growing number of online courses and programs that are available across the state and nation.

Boise State University offers studies in nearly 200 fields of interest in 84 bachelor degree programs, 67 master's programs, 1 education specialist program, and 9 doctoral programs. These are delivered through the College of Arts and Sciences, the College of Engineering, the College of Education, the College of Health Sciences, the College of Business and Economics, the College of Innovation and Design, and the School of Public Service.

Boise State University is governed by the Idaho State Board of Education which is statutorily designated as the Board of Trustees for the institution. Dr. Robert Kustra has served as President since 2003.

### **Core Functions/Idaho Code**

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

### **Revenue and Expenditures**

<b>Operating Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Student tuition and fees (Gross)	128,688,459	132,216,608	142,445,827	
Scholarship discounts and allowances	(22,095,100)	(22,499,900)	(24,597,200)	
Federal grants and contracts	30,584,458	25,992,724	25,987,687	
State and local grants and contracts	2,988,933	3,422,006	3,344,399	
Private grants and contracts	5,205,243	4,860,065	4,071,040	
Sales and services of educational activities	3,240,346	3,331,847	3,729,493	
Sales and services of auxiliary enterprises	59,090,670	58,197,895	61,836,973	
Other	1,577,619	2,177,360	2,374,609	
Total operating revenues	209,280,628	207,698,605	219,192,828	
<b>Operating Expenses</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Instruction	97,142,003	103,446,926	109,933,975	
Research	20,723,632	20,174,198	21,222,821	
Public Service	13,903,330	14,467,386	15,361,949	
Libraries	5,499,330	5,565,375	5,370,746	
Student Services	14,130,404	14,978,886	17,242,116	
Operation & Maintenance of plant	19,535,045	20,992,895	21,027,199	

**WORKSESSION  
OCTOBER 19, 2016**

Institutional Support	20,705,540	24,042,310	25,906,877	
Academic Support	20,244,279	19,962,742	21,514,093	
Auxiliary Enterprises	66,568,477	66,295,818	64,985,479	
Scholarships and Fellowships	17,899,636	15,314,139	12,798,914	
Depreciation	23,020,159	25,037,147	25,658,622	
Total operating expenses	319,371,835	330,277,822	341,022,792	
Operating income/(loss)	(110,091,207)	(122,579,217)	(121,829,964)	
<b>Non-operating revenues/(expenses)</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
State appropriation - general	75,422,677	78,790,858	84,740,497	
State appropriation - maintenance	1,219,915	1,338,024	2,418,576	
Pell grants	29,513,422	27,242,851	26,175,741	
Gifts	29,715,388	26,673,995	21,435,600	
Net investment income	495,953	311,990	396,947	
Change in fair value of investments	(44,760)	(8,881)	(28,161)	
Interest	(7,988,309)	(10,198,560)	(9,544,339)	
Gain/loss on retirement of assets	(481,783)	(983,322)	(1,008,377)	
Other non-operating revenue/(expense)	(3,251,164)	(2,545,025)	95,757	
Net non-operating revenues/(expenses)	124,601,339	120,621,930	124,693,241	
<b>Other revenue and expenses</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Capital appropriations	14,642,576	1,765,647	2,275,920	
Capital gifts and grants	11,908,241	2,089,027	4,814,788	
Total other revenues and expenses	26,550,817	3,854,674	7,090,708	
	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Increase/decrease in net position	41,060,949	1,897,387	(5,548,042)	
Net position - beginning of year	342,368,562	383,429,511	385,326,898	
Net position - end of year	383,429,511	385,326,898	379,778,856	

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
<b>1. Enrollments:</b>				
Fall Enrollment on Fall Census Day (Oct. 15)				
--Total	22,678	22,003	22,259	22,113
--Undergraduate	19,657	19,042	19,351	19,122
--Graduate	3,021	2,961	2,908	2,991
Fall Enrollment on 10 <sup>th</sup> Day Snapshot				
--Total	20,264	19,340	18,973	18,953
--Professional Technical	0	0	0	0
--Undergraduate	17,630	16,901	16,472	16,262
--Graduate	2,634	2,439	2,501	2,691
Degree Seeking Student Enrollment on Fall Census Day (Oct. 15)				
--Total	19,166	18,695	18,507	18,390
--Undergraduate	17,065	16,561	16,209	15,964
--Graduate	2,101	2,134	2,298	2,426
Annual Enrollment Total Headcount from PSR 1 Student Enrollment Report (End of Term; unduplicated count of students attending Su, Fa, and/or Spr)	30,015	29,426	29,065	28,873
--Non-Degree Seeking (Graduate and Undergraduate)	5,283	5,257	4,305	4,242

**WORKSESSION  
OCTOBER 19, 2016**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
--Early College	2,687	2,725	3,588	3,594
--Undergraduate (degree seeking)	19,470	18,818	18,383	18,072
--Graduate (degree seeking)	2,575	2,626	2,789	2,965
<b>2. Student Credit Hours (SCH) by Level (Su, Fa, and Spr) (see Part II for Cost per credit hour delivered)</b>				
<b>Annual SCH Attempted (End of Term) Total</b>	<b>492,498</b>	<b>478,219</b>	<b>473,768</b>	<b>474,101</b>
--Professional Technical	0	0	0	0
--Undergraduate credits	449,577	433,717	428,041	425,517
--Graduate credits	42,921	44,502	45,727	48,584
<b>Annual SCH Earned (End of Term) Total</b>	<b>422,572</b>	<b>416,150</b>	<b>411,733</b>	<b>418,628</b>
--Undergraduate credits	382,940	374,727	369,553	374,068
--Graduate credits	39,632	41,423	42,180	44,560
<b>SCH earned as a % of Attempted Total</b>	<b>85.8%</b>	<b>87.0%</b>	<b>86.9%</b>	<b>88.3%</b>
--Undergraduate credits	85.2%	86.4%	86.3%	87.9%
--Graduate credits	92.3%	93.1%	92.2%	91.7%
<b>3. Dual Enrollment<sup>1</sup> and Distance Education<sup>2</sup></b>				
Dual Enrollment Student Credit Hours – 12 month academic year	11,607	12,111	14,820	14,279
Dual Enrollment Distinct Students – 12 month academic year	2,624	2,699	3,586	3,597
Distance Education Student Credit Hours – 12 month academic year	60,146	66,058	73,668	81,079
Distance Education Distinct Students Enrolled – 12 month academic year	9,787	10,620	11,369	12,058
<b>4. Degrees and Certificates Awarded (see Part II for Number of Distinct Graduates)<sup>3</sup></b>				
Professional Technical Degrees and Certificates				
Associate Degrees (Academic)	168	137	168	145
Bachelor's Degree (Academic, first and second majors)	2905	2,900	3,154	3,174
Certificate – Undergraduate			64	135
Certificate – Graduate	171	195	237	178
Master's Degree	691	640	703	670
Education Specialist Degree <sup>4</sup>				10
Doctorate Degree	11	34	14	18
<b>Total awards</b>	<b>3,968</b>	<b>3,906</b>	<b>4,285</b>	<b>4,320</b>
<b>5. Sponsored Projects Proposals and Awards<sup>5</sup> (see Part II for Externally Funded Research Expenditures)</b>				
Total # of Proposals Submitted	361	435	561	Not available at this time
Total # of Awards	233	290	304	Not available at this time
Total Federal Appropriation (Earmark) Funding	0	(discontinued)	(discontinued)	(discontinued)
Total Recovery/Stimulus Funding	0	(discontinued)	(discontinued)	(discontinued)
Remainder of Sponsored Projects Funding	\$31,367,273	\$32,008,716	\$40,127,055	Not available at this time
<b>Total Sponsored Projects Funding</b>	<b>\$31,367,273</b>	<b>\$32,008,716</b>	<b>\$40,127,055</b>	<b>Not available at this time</b>

**WORKSESSION  
OCTOBER 19, 2016**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Externally Funded Research Expenditures	\$17.8M	\$17.3M	\$20.6M	Not available at this time

**Performance Highlights**

- In January, 2016, Boise State University was classified by the Carnegie Foundation as a “Doctoral Research Institution.” The new classification was a result of the university’s accomplishments depicted in the key parameters used in the classification process: number of doctoral graduates, amount of research expenditures, and number of research personnel.
- Boise State University continues to be highly successful in producing college graduates, thereby contributing to the educational attainment rate of Idahoans. In FY16, a record-high 2,998 students graduated from Boise State with baccalaureate degrees, which is 5.5% higher than the FY16 target of 2,843 that was established in August 2010 by the Idaho State Board of Education. Boise State has exceeded the SBOE targets in every year since those targets were established. Of the baccalaureate graduates from Idaho’s public institutions, 46% graduate from Boise State University.
- Retention rate for first year students continues to increase: Between the Fall 2012 cohort and the Fall 2015 cohort, the rate has increased an estimated six percentage points to a record high of 77%. Previous substantial increases in in graduation rate have held steady. Both measures indicate that Boise State has successfully achieved important steps (e.g., reform of remedial education, use of learning assistants, and use of analytics to enable early intervention for at-risk students) in a fundamental transformation of support for student success.
- Dual Enrollment headcount has increased by 37% since FY2013, with 3,597 students participating in Boise State’s Dual Enrollment program in FY2016. Those students took a total of 14,279 credits, up 23% from FY2013’s number of 11,607.
- Students enrolled in distance education courses taught by Boise State has increased by 23% since FY13, with 12,038 distinct students enrolled in FY16. Those students took a total of 81,079 distance education credits, up 34.8% from FY13’s number of 60,146.

**Part II – Performance Measures**

<b>Productivity Measure</b>		<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>Current Year</b>
1. Count of Distinct Graduates <sup>7</sup> BSU Strategic Plan, Goal 2						
Associate Degree (Academic)	actual	165	132	166	141	-----
	benchmark	None available <sup>8</sup>	None available	135	135	150
Bachelor’s Degree (Academic)	actual	2,716	2,764	2,971	2,998	-----
	benchmark	2,655	2,700	3,010	3,125	3,250
Certificate – Undergraduate <sup>8</sup>	actual	N/A	N/A	64	44	-----
	benchmark	None available	None available	None available	None available	50
Certificate – Graduate	actual	167	192	226	173	-----
	benchmark	None available	None available	190	190	250
	actual	691	640	703	680	-----

**WORKSESSION  
OCTOBER 19, 2016**

Master's and Educational Specialist Degrees	<i>benchmark</i>	688	700	745	700	740
Doctorate Degree	<i>actual</i>	11	34	14	18	-----
	<i>benchmark</i>	12	21	20	28	32
Total distinct graduates	<i>actual</i>	3,621	3,629	3,938	3,916	-----
	<i>benchmark</i>	<i>None available</i>	<i>None available</i>	<i>None available</i>	<i>None available</i>	
<b>2. Research &amp; Development Expenditures<sup>9</sup></b> BSU Strategic Plan, Goal 3						
Total Research & Development Expenditures reported to NSF	<i>actual</i>	\$25.7M	\$26.6M	\$31.3M	Not available at this time	-----
	<i>benchmark</i>	27.5M	\$24M	\$27.5M	\$30M	\$34M
<b>3. Count of distinct STEM and STEM Education graduates<sup>10</sup></b> BSU Strategic Plan, Goal 4						
STEM Bacc Degree	<i>actual</i>	354	402	454	492	-----
	<i>benchmark</i>	<i>None available</i>	<i>None available</i>	425	500	560
STEM Education Bacc Degree	<i>actual</i>	17	15	20	4	-----
	<i>benchmark</i>	<i>None available</i>	<i>None available</i>	20	25	25
STEM Master's Degree (includes STEM education)	<i>actual</i>	82	65	64	71	-----
	<i>benchmark</i>	<i>None available</i>	<i>None available</i>	90	65	80
STEM Doctorate Degree	<i>actual</i>	1	17	2	1	-----
	<i>benchmark</i>	<i>None available</i>	<i>None available</i>	14	10	10
Grand Total	<i>actual</i>	454	499	540	568	-----
	<i>benchmark</i>	500	560	549	600	675

<b>Progress Measure</b>		<b>Fall 2012 cohort</b>	<b>Fall 2013 cohort</b>	<b>Fall 2014<sup>8</sup> cohort</b>	<b>Fall 2015 cohort</b>	<b>Fall 2016 cohort</b>
<b>4. Retention Rate<sup>11*</sup></b> BSU Strategic Plan, Goal 2						
% First to second year retention of baccalaureate-seeking first time, full-time students (10 <sup>th</sup> day)	<i>actual</i>	70.9%	74.5%	75.6%	77% preliminary	-----
	<i>benchmark</i>	73%	73%	75%	77%	78%
% full-time, baccalaureate-seeking transfers retained or graduated by year two (10 <sup>th</sup> day)	<i>actual</i>	74.0%	71.9%	73.5%	74% preliminary	-----
	<i>benchmark</i>	<i>None available</i>	<i>None available</i>	75%	77%	77%
<b>Progress Measure</b>		<b>Fall 2007 cohort</b>	<b>Fall 2008 cohort</b>	<b>Fall 2009<sup>9</sup> cohort</b>	<b>Fall 2010 cohort</b>	
<b>5. Six-year Graduation Rate<sup>12</sup></b> BSU Strategic Plan, Goal 2						
% of baccalaureate-seeking, full-time, first time students graduating in six years or less	<i>actual</i>	38.2%	37.1%	37.9%	38% preliminary	-----
	<i>benchmark</i>	37%	39%	42%	44%	44%
<b>Progress Measure</b>		<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>Current Year</b>
<b>6. # distinct graduates per 100 annual FTE<sup>13*</sup></b> BSU Strategic Plan, Goal 2						



**WORKSESSION  
OCTOBER 19, 2016**

	actual	18.9	19.2	20.7	21.0	-----
	benchmark	None available	None available	None available	21	21
Undergraduate degree and certificate graduates per 3-yr average FTE	actual	19.8	20.0	21.7	22.0	-----
	benchmark	None available	None available	None available	22.5	23
Graduate degree and certificate graduates per 3-yr average FTE	actual	55.0	48.6	47.2	39.8	-----
	benchmark	None available	None available	None available	50	50
<b>Progress Measure</b>		<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>Current Year</b>

**7. Number of baccalaureate graduates with high impact on Idaho's college completion rate**  
BSU Strategic Plan, Goal 4

Bacc graduates who are Idaho residents	actual	2,317	2,298	2,408	2,351	-----
	benchmark	None available	None available	2,550	2,600	2,635
Bacc graduates who began as transfers from Idaho community college (in transfer cohort) <sup>14</sup>	actual	199	232	310	384	-----
	benchmark	None available	None available	325	390	500
Bacc graduates from traditionally underrepresented groups: rural counties <sup>15</sup>	actual	158	157	161	142	-----
	benchmark	None available	None available	120	174	165
Bacc graduates from traditionally underrepresented groups: ethnic minorities <sup>15</sup>	actual	194	220	273	300	-----
	benchmark	None available	None available	300	275	360
Bacc graduates who are of non-traditional age (age 30 and up)	actual	811	859	822	850	-----
	benchmark	None available	None available	None available	None available	900

<b>Efficiency Measure</b>		<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>Current Year</b>
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**8. Cost of Education (resident undergraduate with 15 cr load per semester; tuition & fees per year)**  
BSU Strategic Plan, Goal 5

Boise State University	actual	\$5,884	\$6,292	\$6,640	\$6,874	-----
	benchmark	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	
WICHE Average <sup>16</sup>	actual	\$7,037	\$7,331	\$7,558	\$7,826	-----
	benchmark	N/A	N/A	N/A	N/A	
BSU as % of WICHE average	actual	83.6%	85.8%	87.9%	87.8%	-----
	benchmark	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	Remain less than WICHE state avg	

**9. Total Expense per EWA Weighted Student Credit Hour delivered (CPI adjusted and unadjusted)<sup>17</sup>**  
BSU Strategic Plan, Goal 5

Undergraduate only: in 2011 \$\$ (CPI adjusted)	actual	\$239.51	\$247.30	\$256.26	Not available	-----
	benchmark	No increase in Consumer Price Index (CPI) adjusted \$\$	No increase in Consumer Price Index (CPI) adjusted \$\$	No increase in Consumer Price Index (CPI) adjusted \$\$	No increase in Consumer Price Index (CPI) adjusted \$\$	
Undergraduate only: Unadjusted	actual	\$248.04	\$260.27	\$266.86	Not available	-----
	benchmark	No increase in Consumer Price	No increase in Consumer Price	No increase in Consumer Price Index	No increase in Consumer Price Index	



**WORKSESSION  
OCTOBER 19, 2016**

		<i>Index (CPI) adjusted \$\$</i>	<i>Index (CPI) adjusted \$\$</i>	<i>(CPI) adjusted \$\$</i>	<i>(CPI) adjusted \$\$</i>	
Undergraduate and Graduate: in 2011 \$\$ (CPI adjusted)	actual	\$224.71	\$231.40	\$235.87	Not available	-----
	benchmark	<i>No increase in Consumer Price Index (CPI) adjusted \$\$</i>	<i>No increase in Consumer Price Index (CPI) adjusted \$\$</i>	<i>No increase in Consumer Price Index (CPI) adjusted \$\$</i>	<i>No increase in Consumer Price Index (CPI) adjusted \$\$</i>	
Undergraduate and Graduate: Unadjusted	actual	\$232.72	\$243.53	\$248.54	Not available	-----
	benchmark	<i>No increase in Consumer Price Index (CPI) adjusted \$\$</i>	<i>No increase in Consumer Price Index (CPI) adjusted \$\$</i>	<i>No increase in Consumer Price Index (CPI) adjusted \$\$</i>	<i>No increase in Consumer Price Index (CPI) adjusted \$\$</i>	
<b>10. Distinct Graduates per \$100,000 total expense: CPI adjusted (in 2011 \$\$) and unadjusted*</b> BSU Strategic Plan, Goal 5						
Distinct bacc graduates per total undergraduate expense: In 2011 \$\$ <sup>18</sup>	actual	1.44	1.43	1.49	Not available	-----
	benchmark	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	
Distinct bacc graduates per total undergraduate expense: Unadjusted <sup>18</sup>	actual	1.39	1.36	1.42	Not available	-----
	benchmark	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	
Distinct degree graduates (baccalaureate, master's, doctoral) per total undergraduate + graduate expense: In 2011 \$\$ <sup>19</sup>	actual	1.57	1.53	1.58	Not available	-----
	benchmark	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	
Distinct degree graduates (baccalaureate, master's, doctoral) per total undergraduate + graduate expense: Unadjusted <sup>19</sup>	actual	1.52	1.45	1.50	Not available	-----
	benchmark	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	
Distinct undergraduate degree graduates (associates and baccalaureate) per total undergraduate expense: In 2011 \$\$ <sup>20</sup>	actual	1.51	1.48	1.58	Not available	-----
	benchmark	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	
Distinct undergraduate degree graduates (associates and bacc) per total undergraduate expense: unadjusted <sup>20</sup>	actual	1.46	1.41	1.50	Not available	-----
	benchmark	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	<i>No decrease in CPI adjusted # per \$100k</i>	

## Performance Measure Explanatory Notes

\*Measure required by SBOE

<sup>1</sup> 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.

<sup>2</sup> Distance Education is characterized by: the use of one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. (Summarized from the language in the new Higher Education Opportunity Act.) Courses that are taught at a distance using educational technology are referred to as distance education (DE) classes.

<sup>3</sup> The count of awards reflects data submitted to IPEDS. FY15 data were updated in the December revision to reflect final figures reported to IPEDS. Bachelor's awards include first plus second major. These figures are greater than the number of graduating students because some graduating students receive multiple awards. 2014-15 was the first year that Boise State transcribed all undergraduate certificates and, therefore, began reporting these to IPEDS in that year.

<sup>4</sup> Undergraduate certificates were not recorded in our student Enterprise Reporting System in earlier years.

<sup>5</sup> Note that although the Education Specialist degree is a distinct degree type, it is categorized by IPEDS as a "post-master's certificate." Boise State awarded the first Ed.S. degrees in 2015-16; therefore, this report marks the first time this category has been included.

<sup>6</sup> "Sponsored Projects" refers to externally funded projects of all types (research, instructional, and public service) funded from all sources (federal, state, local, and private).

<sup>7</sup> The distinct (unduplicated) graduates reflect data submitted to IPEDS. The total of distinct graduates does not equal the sum of the graduates at each level because there is some duplication of individuals between levels (e.g., earning both a graduate certificate and a master's degree). The total for FY17 is estimated as 3.6% below the sum of distinct graduates at each level.

<sup>8</sup> Benchmark performance targets are entered for previous years where available in the Performance Measure Reports and in Strategic Plans for earlier years. However, some measures are relatively new, and therefore performance targets do not exist for prior years. In those cases, we have entered "none available" in the benchmark box.

<sup>9</sup> Total Research and Development Expenditures are submitted to NSF approximately in March for the previous fiscal year.

<sup>10</sup> Number of graduating students with a STEM degree. STEM definition includes the following degrees:

Baccalaureate STEM degrees: Applied Mathematics, Biology, Chemistry, Civil Engineering, Computer Science, Electrical and Computer Engineering, Environmental Studies, Geoarchaeology, Geophysics, Geoscience, Information Technology Management, Materials Science & Engr, Mathematics, Mechanical Engineering, Physics.

Baccalaureate STEM Education degrees: Biology, Chemistry, Mathematics, Earth Science, and Physics

Master's STEM degrees: MA or MS in Biology, MS in Raptor Biology, MS in Chemistry, Master of Earth Science, MS in Geoscience, MS in Hydrologic Sciences, MS in Geophysics, MS in Mathematics, MEngr or MS in Civil Engineering, MEngr or MS in Computer Engineering, MS in Computer Science, MEngr or MS in Electrical Engineering, MS in Materials Science and Engineering, MEngr or MS in Mechanical Engineering.

Master's STEM Education degrees: MS STEM Education, MS in Mathematics Education

Doctoral STEM degrees: PhD Biomolecular Sciences, PhD Electrical and Computer Engineering, PhD Geology, PhD Geophysics, PhD in Geosciences, and PhD Materials Science and Engineering.

<sup>11</sup> Retention for the Fall 2014 cohort is measured as the percent of the Fall 2014 cohort of first-time, full-time baccalaureate-seeking freshmen that return to enroll in Fall of 2015.

<sup>12</sup> Six-year graduation rate of the Fall 2009 cohort is measured as the percent of the Fall 2009 cohort of first-time, full-time baccalaureate-seeking freshmen that graduated before the beginning of the fall 2015 semester.

<sup>13</sup> 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 and total annual credits taken by graduate students divided by 24.

<sup>14</sup> Includes baccalaureate recipients in transfer cohorts whose institution prior to their initial Boise State enrollment was one of the four Idaho community colleges. Method captures most recent transfer institution for all students, even those whose transcripts are processed sometime after their Boise State enrollment has started. Note that our spring 2016 submission of Strategic Plan to OSBE did not include this latter group (late processed transcripts) and so the numbers were lower in that earlier submission.

<sup>15</sup> 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 (minus Ada and Canyon counties), and (ii) identified as American Indian/Alaska Native or Hispanic/Latino

<sup>16</sup> WICHE average from Table 1a of annual Tuition and Fees report. We use the average excluding California. A typical report can be found at [http://www.wiche.edu/info/publications/Tuition\\_and\\_Fees2012-13.pdf](http://www.wiche.edu/info/publications/Tuition_and_Fees2012-13.pdf)

<sup>17</sup> Expense information is from the Cost of College study, which is produced yearly by Boise State's Controller's 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. "Undergraduate only" uses Undergraduate costs and the sum of EWA weighted credit hours for remedial, lower division, upper division for residents and nonresidents. "Undergraduate and graduate" uses undergraduate and graduate expenses, and includes EWA weighed credit hours from the undergraduate and graduate levels for residents and nonresidents.

<sup>18</sup> Expense information is from the Cost of College study. Distinct graduates reflect unduplicated numbers of baccalaureate graduates for summer, fall, and spring terms.

<sup>19</sup> 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.

<sup>20</sup> 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.

**For More Information Contact**

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## Part I – Agency Profile

### Agency Overview

Founded in 1901, Idaho State University (ISU) is a Carnegie classified university (Doctoral Universities: Moderate Research Activity). The University has evolved through distinct phases—the last occurring in 1963 with the change from Idaho State College to Idaho State University—reflecting a steady trajectory of growth and development. Today, the University serves a student population of nearly 14,000 students per fall and spring academic terms, and over 18,000 unduplicated annual headcount per year, representing 42 states and 58 countries. The University’s mission and Idaho State Board of Education-mandated service region is the result of the institution’s history and Idaho’s unique geography.

Idaho State University’s geographic service region extends to the upper-Snake River region on the east side of the state, to the Magic Valley/Twin Falls towards the west, to the rural communities of the central mountains on the north. The University has campuses in four locations: Pocatello, Meridian, Idaho Falls, and Twin Falls. Idaho State University offers more than 250 academic programs ranging from professional technical certificates to Ph.Ds. The University’s disciplinary breadth, combined with its unique degree mix, offers opportunity and access commensurate with the Idaho State Board of Education’s (the Board) mandate to serve its diverse, largely rural region, and to provide healthcare programming for the state. The University hosts 15 men’s and women’s NCAA athletic teams and offers more than 160 student clubs and organizations for student participation.

Idaho State University’s academic units are organized into five colleges and a Division of Health Sciences. The colleges include the colleges of Arts and Letters, Business, Education, Science and Engineering, and Technology. The Division of Health Sciences is comprised of the College of Pharmacy, Kasiska School of Health Professions, School of Nursing, School of Rehabilitation and Communication Sciences, Office of Medical and Oral Health, and the Institute of Rural Health. In addition, ISU houses a Graduate School overseen by a graduate dean advised by graduate faculty.

Idaho State University boasts many incredible facilities, including the Center for Advanced Energy Studies (CAES) and the Research in Science and Engineering (RISE) Laboratory. The Idaho Museum of Natural History, located on the Pocatello campus, was featured in *National Geographic Magazine* in 2014. The \$34 million state-of-the-art Stephens Performing Arts Center was recently ranked No.4 on a national list of “The 25 Most Amazing University Performing Arts Centers” by the national website [bestvalueschools.com](http://bestvalueschools.com). Additional accolades include Victory Media, the premier media entity for military personnel transitioning to civilian life, repeatedly naming ISU as one of the top 15% of schools categorized as “Military Friendly Schools.” ISU has also been ranked as one of the safest campuses in the nation by University Primetime News, Collegesafe website, and The Daily Beast. Idaho State University was also recently named to the “Top 15 Most Affordable Colleges” list by [AffordableCollegesOnline.org](http://AffordableCollegesOnline.org).

### Core Functions/Idaho Code

Idaho State University is a publicly-supported institution of higher education as created under the laws of the State of Idaho, Idaho Statute Title 33, Chapter 30 and is governed by the State Board of Education.

#### ISU’s 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 the 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.

Central to its mission is the emphasis in health sciences education. ISU offers high-quality degree programs in nearly all of the health professions, as well as postgraduate residency training in family medicine, dentistry, and pharmacy. The University also serves southern Idaho by providing full-service, cost-effective medical care options at its 18 health clinics. The University faculty and staff provided health services for more than 58,000 patient visits during the 2015-16 academic year. The ISU Bengal Pharmacy serves as an onsite classroom lab State of Idaho

for students in the College of Pharmacy while providing pharmacy service options to the region. The Bengal Pharmacy has two telehealth pharmacies in rural south-central Idaho: Arco and Challis. City officials concerned that pharmacy services would no longer be available in their towns requested the partnerships. In 2015, ISU opened the Treasure Valley Anatomy and Physiology Laboratories in Meridian, which includes the only Bioskills Learning Center in the state. It provides a state-of-the-art learning experience for ISU undergraduate and graduate students, as well as high school students across the state via the state's online learning network.

Idaho State University's commitment to access to university-level learning and discovery extends into the K-12 system in Idaho. The University's Early College program, which provides dual enrollment opportunities for Idaho high school students at reduced tuition rates, continues to grow, enabling high school students to take college-level courses preparing them for their future college careers.

Research and scholarship at ISU are rooted in nuclear energy, clean energy and technologies, the environment, and human health. Through the CAES, ISU faculty engage in state of the art research that contributes to the nation's economic stability by developing technologies that ensure a stable and secure energy infrastructure.

The College of Technology's Energy Systems Technology and Education Center (ESTEC) offers four programs that provide a highly skilled workforce in the technologies that are critical for the energy infrastructure: Energy Systems Electrical Engineering Technology, Energy Systems Instrumentation Engineering Technology, Energy Systems Mechanical Engineering Technology, and Energy Systems Nuclear Operations Technology.

Idaho State University is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The NWCCU requires that the institution identify its core themes that individually manifest elements of its mission and collectively encompass its mission.

**ISU's core themes:**



**Learning  
and  
Discovery**

**Core Theme One:**

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.



**Access  
and  
Opportunity**

**Core Theme Two:**

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.



**Leadership  
in  
Health Sciences**

**Core Theme 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.



**Economic  
and  
Social Impact**

**Core Theme Four:**

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.

**Revenue and Expenditures <sup>1</sup>**

State of Idaho



**WORKSESSION  
OCTOBER 19, 2016**

	2013	2014	2015	2016
Operating revenues				
Student tuition and fees (Gross)	98,660,992	104,526,919	114,123,171	
Scholarship discounts and allowances	(24,723,681)	(24,459,546)	(25,916,197)	
Federal grants and contracts	9,416,032	8,267,766	9,290,225	
State and local grants and contracts	11,693,989	10,964,430	11,733,975	
Private grants and contracts	9,912,398	7,409,810	7,012,923	
Sales and services of educational Activities	6,933,778	6,757,178	7,311,610	
Sales and services of auxiliary enterprises	13,737,710	13,507,916	14,015,044	
Other	3,404,559	3,560,921	3,678,615	
Total operating revenues	129,035,777	130,535,394	141,249,366	
Operating expenses	223,289,422	219,960,108	228,567,678	
Instruction	86,776,403	87,913,744	93,196,533	
Research	17,995,807	15,767,633	16,399,619	
Public Services	5,742,833	5,613,728	5,685,856	
Academic Support	12,185,540	15,672,748	13,136,631	
Libraries	2,474,672	2,571,511	3,314,881	
Student Services	8,394,274	8,507,826	9,103,457	
Institutional Support	20,282,672	18,191,371	22,385,788	
Maintenance & Operations	17,171,418	16,524,698	17,232,945	
Auxiliary Enterprises	22,499,994	22,113,542	22,974,786	
Scholarships and Fellowships	16,851,589	14,302,237	12,514,606	
Depreciation	12,914,220	12,781,070	12,622,576	
Operating income/(loss)	(94,253,645)	(89,424,714)	(87,318,312)	
Nonoperating revenues/(expenses)				
State appropriations:	77,032,719	79,825,405	83,835,488	
State General Account	62,631,800	65,261,000	68,005,400	
Endowment Income	2,125,560	2,227,800	2,599,200	
Other State Appropriations	2,662,418	2,730,508	2,818,075	
Professional Technical Education	9,612,941	9,606,097	10,412,813	
State Department of Public Works	2,431,128	2,593,121	4,985,344	
Title IV grants	24,104,048	21,120,080	18,879,046	
Gifts	5,484,315	5,994,344	5,843,281	
Net investment income	60,485	107,819	195,658	
Amortization of bond financing costs	(941,514)	(7,267)	(7,267)	
Interest on capital asset-related debt	(2,354,492)	(2,068,697)	(1,923,003)	
Net nonoperating revenues/(expenses)	105,816,689	107,564,805	111,808,547	
Other revenue and expenses				
Capital gifts and grants	20,699	0	0	
Gain or (loss) on disposal of fixed assets	(329,069)	95,764	(85,380)	
Net other revenues and expenses	(308,370)	95,764	(85,380)	
Increase in net assets	11,254,674	18,235,855	24,404,855	
Net assets - beginning of year (*-restated)	201,994,137	213,248,811	*216,702,579	
Net assets - end of year	213,248,811	231,484,666	241,107,434	

**Profile of Cases Managed and/or Key Services Provided**

**WORKSESSION  
OCTOBER 19, 2016**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Total Annual Enrollment Full-Time Equivalency (FTE) <sup>2</sup>	<b>10,959</b>	<b>10,656</b>	<b>10,808</b>	<b>10,589</b>
- Professional Technical	960	870	810	788
- Undergraduate	7,911	7,680	7,861	7,759
- Graduate	2,088	2,106	2,137	2,042
Total Credit Hours Taught: <sup>3</sup>	<b>316,236</b>	<b>307,042</b>	<b>311,434</b>	<b>305,413</b>
- Professional Technical Credit Hours	28,785	26,111	24,312	23,626
- Academic Credit Hours	<b>287,451</b>	<b>280,931</b>	<b>287,122</b>	<b>281,787</b>
- Undergraduate Hours	237,330	230,388	235,832	232,777
- Graduate Hours	50,121	50,543	51,290	49,010
Total Degrees/Certificates Awarded <sup>4</sup>	<b>2,343</b>	<b>2,361</b>	<b>2,283</b>	<b>2,410</b>
- Technical Certificates	219	167	199	207
- Associate	354	393	363	362
- Bachelor	1,136	1,181	1,123	1,229
- Master	480	474	438	437
- Doctorate	154	146	160	175
(SBOE system-wide Strategic Plan Measure)				
% awarded in Health Professions <sup>5</sup>	32%	34%	32%	32%
% awarded in STEM Disciplines <sup>6</sup>	19%	17%	17%	18%
Graduation Rates (Percent of full-time, first time students from the cohort of new first-year students who complete their program within 1½ times the normal program length)	35%	34%	33%	32%
Percent of 1st-time freshmen who graduated from an Idaho high school in the previous year requiring remediation <sup>7</sup> (SBOE system-wide Strategic Plan Measure)				
- Total 1 <sup>st</sup> -time freshmen cohort	856	784	868	852
- Total Requiring Remediation	283	270	319	312
- % Requiring Remediation	33%	34%	37%	37%
Total number of certificates and degrees awarded	<b>2,343</b>	<b>2,361</b>	<b>2,283</b>	<b>2,410</b>
- Undergraduate	1,709	1,741	1,685	1,798
- Graduate	634	620	598	612
Total new degree-seeking undergraduate students	<b>2,211</b>	<b>2,111</b>	<b>2,286</b>	<b>1,923</b>
- Idaho Resident	1,796	1,564	1,629	1,560
- Non-resident	126	128	150	143
- International	289	419	507	220
Student volunteer clinical services – student credit hours earned in clinical practica	11,060	11,474	11,320	11,772

**Revenue and Expenditures, Cases Managed and/or Key Services Provided Explanatory Notes**

1. Data are from Idaho State University's audited financial statements.
2. Annual full-time equivalency (FTE) is calculated by dividing the total Undergraduate and Professional Technical credit hours (SCH) by 30; total Graduate SCH is divided by 24.
3. Total student credit hour production for the fiscal year.
4. Degrees are those awarded and posted as of July 13, 2016.
5. Certificates/Degrees with a U.S. Dept. of Education Classification of Instructional Programs (CIP) Code of 51 – Health Professions and Related Clinical Sciences, and Clinical Psychology degrees.
6. Certificates/Degrees with a CIP Code in Science, Technology, Engineering, and Mathematics (STEM) as defined by the Consortium for Student Retention Data Exchange (CSRDE).



7. Data are from the SBOE Remediation Report. The data represent the percent of students whose test scores (ACT, SAT, COMPASS) place them in remedial Math and English courses.

## Performance Highlights

Among the events that took place in FY 2016 during the execution of ISU's Plan were the following:



### Learning and Discovery

- ISU opens Treasure Valley Anatomy and Physiology Laboratories in Meridian
- Sixteen ISU honors students and Assistant Professor of Management Alex Bolinger publish a book about Pocatello's iconic Garrett Freightlines.
- The College of Arts and Letters opened a new Integrated Research Center. The center is designed by faculty and staff members for students to have a designated space to collaborate on shared research interests and uses advanced technology.
- ISU biological sciences Professor Terry Bowyer, Assistant Research Professor John G. Kie and former ISU graduate student Kevin L. Monteith, were honored this fall by The Wildlife Society with a Wildlife Publications Award for an Outstanding Monograph for their co-written paper "Life-history characteristics of mule deer: effects of nutrition in a variable environment."
- The U.S. departments of Homeland Security and the National Security Agency has extended ISU's recognition as a National Center of Academic Excellence for Cyber Security.
- Alan Johnson, Professor of English, has been awarded a Fulbright U.S. Scholar grant for 2016-17 to support his continued work on the jungle as symbol and reality in Indian literature, culture, and history.



### Access and Opportunity

- The School of Performing Arts music program held the Summer 2015 Marching Band Camp. 305 high school students registered for the camp, an increase of 75 students from last year.
- The 2015 annual I Love ISU campaign raised \$212,520 in pledges for scholarships for Idaho students.
- ISU has recently received three prominent national accolades for its veteran services, receiving two recognitions from the Military Friendly Schools organization and was also named a top school in the Military Advanced Education Transition Guide to Colleges & Universities research study.
- ISU had the highest score among all of Idaho's two-year and four-year higher education institutions in a recent study from the Brookings Institution ranking colleges by graduate salaries.
- The Energy Systems Technology and Education Center (ESTEC) has been awarded an Advanced Technological Education (ATE) grant award from the National Science Foundation. The award will support a project entitled, "Providing Opportunities for Women in Energy Related (POWER) Careers."
- A new agreement between Idaho State University and South Dakota State University will help students earn a bachelor's degree in physics and a master's degree in nuclear engineering in five years instead of six.
- Doctoral student Hillary Swann and undergraduate CPI student Blaine Kempe had a paper
- Gov. C.L. "Butch" Otter and ISU announced the details of a pilot program that would ensure that base tuition rates for undergraduate Idaho students remain the same for four continuous academic years.
- Sixty-one high school students from Renaissance High School in Meridian received their Associate of Arts degrees in general studies during ISU-Meridian's graduation.



### Leadership in the Health Sciences

- Dr. JoAnn R. Gurenlian was the 2015 recipient of The Esther Wilkins Lifetime Achievement Award. The award is presented each year to recognize the distinguished career of a worthy individual who has consistently and effectively contributed to the enrichment of the dental hygiene profession.
- Residents of remote central Idaho community will have improved access to primary health care services, thanks to a \$1.19 million grant awarded to the North Custer Hospital District and the opening of Bengal Pharmacy, a full-service telepharmacy that will serve Challis and the surrounding region.
- Idaho State University and University of Alaska partner to offer pharmacy doctorate to Alaska students

- The first cohort of students in the new Community Paramedic Academic Certificate program began classes in Spring 2016. Thirteen paramedics from around the state and the nation make up this inaugural group.



**Economic and Social Impact**

- ISU and NASA researchers teaming up with the Bureau of Land Management used satellite imagery to identify increased wildfire susceptibility due to the invasion of cheatgrass on rangelands.
- ISU and partners NuMat, Inc. and EJ Proprietary Property Company have received a \$700,000 grant from the Idaho Global Entrepreneurial Mission (IGEM) to purchase specialized equipment to use in the development, characterization and fabrication of crystal materials for use in academic, industrial and government settings.
- Megan Sorensen, ITS Network Administrator, is among five women nationally who have been selected to receive funding to attend the 2015 Supercomputing Conference.
- ISU-Meridian Students Provide Health Screenings at Duck Valley Indian Reservation
- Officials from the City of Pocatello and ISU and members of the Jack and Mary Lois Wheatley family joined to cut the ribbon on improvements to Martin Luther King Jr. Way that runs through the center of the ISU campus.
- Benny's Pantry, an initiative within the Student Affairs division of ISU to provide food for ISU students, staff, and faculty in need, has opened a second location in Idaho Falls.
- The ISU Department of Anthropology has received a \$510,409 grant from the National Institute of Justice to develop forensic science techniques to better identify individuals under 25 years of age for criminal justice purposes.

**Part II – Performance Measures**

Idaho State University (ISU) recognizes that in many instances we have met or exceed the benchmarks that are provided here and derived from our Strategic Plan. However, ISU is in the process of revising our strategic plan. New goals, objectives, and benchmarks will be set as part of this process during the Fall 2017 semester.

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>Goal 1: LEARNING AND DISCOVERY</b> – 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.						
<b>1.1.4</b> Number of graduate assistantships with teaching and/or research responsibilities	actual	240	250	333	259	-----
	benchmark	366	366	366	366	366
<b>1.1.5</b> Percentage of students participating in undergraduate research	actual	38	41	41	44	-----
	benchmark	30	30	30	30	30
<b>Goal 2: ACCESS AND OPPORTUNITY</b> – Idaho State University provides diverse pathways to retention and graduation through educational preparation, academic and co-curricular opportunities, and extensive student support services.						
<b>2.1.1a</b> Number of students enrolled in ISU's Early College Program	actual	1,914	2,111	2,232	2,435	-----
	benchmark	1,800	1,800	1,800	2,344	2,344
<b>2.1.1b</b> Total number of credits earned in ISU's Early College Program	actual	11,438	12,746	13,855	16,439	-----
	benchmark	10,800	10,800	10,800	18,746	18,746
<b>2.1.7</b> University Enrollment (unduplicated headcount in fiscal year)	actual	19,180	18,640	18,073	16,690	-----
	benchmark	21,688	21,688	21,688	21,688	21,688
<b>2.2.5</b> Retention rate of degree seeking first-time students <sup>1</sup>	actual	67.19%	71.34%	71.52%	TBD	-----
	benchmark	75%	75%	75%	80%	80%

**WORKSESSION  
OCTOBER 19, 2016**

<b>Performance Measure</b>		<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>Current Year</b>
<b>2.2.6</b> Retention rate of degree seeking new transfer degree-seeking students <sup>2</sup>	<i>actual</i>	77.43%	77.20%	76.49%	TBD	-----
	<i>benchmark</i>	75%	75%	75%	85%	85%
<b>2.2.7</b> Cost per weighted credit hour to deliver undergraduate education. <sup>3</sup>	<i>actual</i>	\$302	\$308	\$324	TBD	-----
	<i>benchmark</i>	\$288	\$302	\$324	\$340.63	\$340.63

**WORKSESSION  
OCTOBER 19, 2016**

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>2.2.8</b> 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). <sup>4</sup>	actual	1.25	1.29	1.19	TBD	-----
	benchmark	1.70	1.70	1.70	1.70	1.70
<b>2.2.9a</b> Total degree production (undergraduate)	actual	1,709	1,741	1,685	1,798	-----
	benchmark	1,769	1,769	1,769	1,769	1,769
<b>2.2.9b</b> Total degree production (graduate)	actual	634	620	598	612	-----
	benchmark	628	628	628	628	628
<b>2.2.10a</b> Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (split by undergraduate).	actual	1,626 (19%)	1,676 (20%)	1,631 (20%)	1,697 (21%)	-----
	benchmark	1,603	1,653	1,704	1,713	1,713
<b>2.2.10b</b> Unduplicated headcount of graduates and percent of graduates to total unduplicated headcount (graduate).	actual	633 (35%)	615 (33%)	590 (31%)	600 (32%)	-----
	benchmark	644	644	625	620	620

**Performance Measure Explanatory Notes**

1. Full-time undergraduate degree-seeking students enrolled as first-time students in the fall semester or were first-time students in the preceding summer who either graduated or returned the next fall.
2. Methodology is full-time undergraduate degree-seeking students enrolled as new transfer students in the fall semester or were new transfer students in the preceding summer who either graduated or returned the next fall.
3. Total Step 4 of the Cost of College Report divided by the total weighted undergraduate credits hours.
4. Metric uses the Total from Step 4 of the Cost of College Report and the number of graduates.
5. TBD is "To Be Determined". Some metrics depend on audited financial statements for FY 2016 which are not available at this time.

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## Part I – Agency Profile

### Agency Overview

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

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

LCSC's campus is located in Lewiston, ID. The College also delivers instructional programs at the LCSC Coeur d'Alene Center (in collaboration with its Northern Idaho Center for Higher Education [NICHE] partners: Boise State University, Idaho State University, North Idaho College, and the University of Idaho), and operates outreach centers in Grangeville and Orofino. LCSC's chief executive officer, President J. Anthony Fernández, after serving for a year as interim president, assumed his duties as the College's 15<sup>th</sup> president in March 2011. LCSC is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

### Core Functions/Idaho Code

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

#### 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 Themes:

##### 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 Career & Technical Education Programs.

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

##### Core Theme Three: Connecting Learning to Life Through Community Programs.

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

**WORKSESSION  
OCTOBER 19, 2016**

*LCSC's revenue comes from state appropriations; student tuition and fees; federal, state, and private grants and contracts; sales and services from educational and auxiliary services; and endowments and gifts. These revenues are allocated to instructional programs and support functions.*

**Revenues and Expenditures<sup>1</sup> (includes Career & Technical Education)**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
State Appropriations	\$19,678,627	\$21,577,079	\$20,568,278	1
Student Fees	\$14,678,929	\$14,741,232	\$14,613,457	
Federal Grants & Contracts	\$8,621,953	\$8,089,544	\$7,250,074	
State Grants & Contracts	\$3,177,058	\$2,397,801	\$2,136,062	
Private Gifts, Grants & Contracts	\$2,256,823	\$1,822,309	\$1,992,892	
Sales & Serv of Educ Act	\$1,502,166	\$1,449,164	\$1,428,706	
Sales & Serv of Aux Ent	\$1,869,925	\$2,033,574	\$2,047,094	
Other	\$981,341	\$473,546	\$289,731	
<b>Total</b>	<b>\$52,766,822</b>	<b>\$52,584,249</b>	<b>\$50,326,294</b>	
<b>Expenditures</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Instruction	\$18,997,957	\$19,646,064	\$20,044,434	1
Research	\$197,380	\$218,549	\$333,136	
Public Service	\$2,422,301	\$1,119,450	\$702,384	
Library	\$879,626	\$889,382	\$989,592	
Student Services	\$3,841,750	\$3,682,405	\$4,083,254	
Physical Operations	\$6,009,826	\$6,096,537	\$6,164,890	
Institutional Support	\$4,697,263	\$4,739,837	\$4,751,530	
Academic Support	\$3,014,128	\$2,688,717	\$3,501,177	
Auxiliary Enterprises	\$4,819,502	\$5,280,485	\$5,487,935	
Scholarships/Fellowships	\$3,222,980	\$3,231,985	\$2,803,575	
Other	\$549,204	\$118,280	\$93,598	
<b>Total</b>	<b>\$48,651,917</b>	<b>\$47,711,691</b>	<b>\$48,955,505</b>	

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016*</b>
Annual (unduplicated) enrollment headcount (EOT)	5,906	5,469	5,594	4,779
- Academic	4,057	3,984	4,152	4,266
- Career & Technical	1,849	1,485	1,442	513
Annual Enrollment FTE	3,068	2,955	2,997	2,751
- Academic	2,505	2,492	2,545	2,433
- Career & Technical	563	463	452	317
Annual student credit hour production	92,032	88,649	89,896	82,518
- Academic	75,141	74,764	76,337	73,004
- Career & Technical	16,891	13,885	13,559	9,514
Credit hours taught per faculty FTE	443	426	428	413
Undergraduate Cost Per Credit Hour	467	471	497	1
Enrollment-headcount (Fall end of term)	4,522	4,272	4,064	3,653
Enrollment-full time equivalent (Fall end of term)	3,097	2,998	3,001	2,727
Number and percentage of first-time freshman who graduated from an Idaho high school in the previous year requiring remedial education	152/52%	145/52%	179/56%	234/57%

\*First year following discontinuation of Tech-Prep dual credit programs.



### **Performance Highlights**

Lewis-Clark State College once again set records for number of graduates and degrees awarded in 2015-16. LCSC has seen a record number of students graduate in six of the past eight years, including the past two.

LCSC ranked second in Idaho in first-ever economic value rankings by The Economist.

U.S. News & World Report ranked LCSC fifth among public colleges in the West.

While many colleges in the region saw declines in enrollment, Lewis-Clark State College had an uptick in its fall headcount after accounting for discontinuation of the Tech-Prep program.

The Warrior baseball team won its 18th national championship at the Avista-NAIA World Series, hosted at LCSC's Harris Field for the 25th time.

Head baseball coach Jeremiah Robbins was named the 2016 ABCA/Diamond National Coach of the Year award for the NAIA.

Sam Atkin, a four-time national championship winner, was named U.S. Track & Field and Cross Country Coaches Association NAIA Men's Track Athlete of the Year.

The Work Scholars program, the only one of its kind in Idaho, had a great first year and grew in size from 11 students in the fall to 20 students in the spring. Continued expansion is expected in 2016-17.

Lewis-Clark State College held its first official homecoming since 1979 and exceeded expectations with well over 1,000 alums attending the events.

For the second time in as many years, LCSC received an Orchid Award for the category of Excellence in Historic Preservation & Contribution to Historic Preservation.

Erika Allen, director of College Advancement, was appointed by Governor C.L. "Butch" Otter to serve on the Idaho Commission on Hispanic Affairs.

LCSC's TRIO Student Support Services program received a \$1.6 million grant from the U.S. Department of Education to fund its operations for the next five years.

**Part II – Performance Measures**

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>Goal 1</b>						
<i>Sustain and enhance excellence in teaching and learning.</i>						
1. First-time licensing/certification exam pass rates <sup>3</sup> (Objective 1A)						
NCLEX-RN	actual	92%	95%	89%	94%	-----
	benchmark (national Average)	91%	84%	83%	86%	Meet or Exceed National Average
NCLEX-PN	actual	100%	75%	100%	95%	-----
	benchmark (national Average)	85%	85%	82%	83%	Meet or Exceed National Average
ARRT	actual	92%	100%	100%	90%	-----
	benchmark (national Average)	90%	89%	88%	NA <sup>4</sup>	Meet or Exceed National Average
PRAXIS II	actual	93%	83%	68%	60% <sup>5</sup>	-----
	benchmark	90%	90%	90%	70%	70%
<b>Goal 2</b>						
<i>Optimize student enrollment and promote student success.</i>						
2. Total certificates and degrees conferred and number of undergraduate certificate and degree completions per 100 (FTE) undergraduate students enrolled  (Objective 2B)	actual	22	25	26	33	-----
	benchmark	24	24	24	28	35
3. Graduation rates (percent of full-time, first time students from the cohort of new first year students who complete their program within 1½ times the normal program length)  (Objective 2B)	actual	30%	27%	27%	30%	-----
	benchmark	35%	35%	35%	35%	35%
4. Undergraduate degrees/ certificates awarded  (Objective 2B)	actual	688	739	771	914	-----
	benchmark	800	800	800	800	950
5. Unduplicated headcount of graduates  (Objective 2B)	actual	652	675	713	795	-----
	benchmark	700	700	700	800	825
6. Unduplicated number of graduates over rolling 3-year average degree seeking FTE  (Objective 2B)	actual	652/3,086 21%	675/3,025 22%	713/2,973 24%	795/2,901 27%	-----
	benchmark	25%	25%	25%	25%	30%
7. Total full-time <u>new</u> students who are retained or graduate the following year.  (Objective 2B)	actual	(189/401) 47%	(203/338) 60%	(304/474) 64%	(283/491) 56%	-----
	benchmark	60%	60%	70%	70%	70%

8. Total full-time <u>transfer</u> students retained or graduated the following year  (Objective 2B)	actual	(167/259) 64%	(166/234) 71%	(141/202) 70%	(161/238) 68%	-----
	benchmark	70%	70%	70%	80%	80%
9. Annual dual credit hours Annual dual credit headcount (unduplicated) <sup>2</sup>  (Objective 2A)	actual	8,312 1,797	7,963 1,959	8,071 1,750	4,779 <sup>2</sup> 837 <sup>2</sup>	-----
	benchmark	8,000 2,000	8,000 2,000	8,000 2,000	5,000 1,000	5,000 1,000
<b>Goal 4</b> <i>Leverage resources to maximize institutional strength and efficiency.</i>						
10. Graduates per \$100,000 Cost of College-Step 4  (Objective 4B)	actual	1.6	1.6	1.6	NA <sup>1</sup>	-----
	benchmark	2	2	2	2	2

**Performance Measure Explanatory Notes**

1. Audited financial information not yet available.
2. The SBOE staff informed LCSC that Tech Prep students whose credits were awarded contemporaneously should be treated as Dual Credit. The values shown in FY13, FY14, and FY15 include Tech Prep student headcount and credits earned by Tech Prep students. FY15 was the last year Tech Prep credits were automatically added to a transcript. Going forward, Tech Prep students will need to request credits be added to transcript when matriculated at LCSC.
3. Certification and licensing exam pass rates reflect first-time test takers only.
4. National ARRT data for FY2016 will not be available until January 2017.
5. The manner in which the PRAXIS II exam is scored has changed in recent years. As a result, first-time pass rates have declined statewide. Student teacher education candidates are only eligible to be placed in their final student teaching internship if they have passed all required PRAXIS exams; in other words, all students who advance to final internships eventually pass the relevant PRAXIS exams. We are currently exploring more meaningful metrics to represent the progress of our teacher candidates.

**For More Information Contact**

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## **Part I – Agency Profile**

### **Agency Overview**

The College of Southern Idaho (CSI), represents a shared vision and a collaborative effort of the citizens of South-Central Idaho. In 1963, the Idaho Legislature passed the Junior College Act, which provided for the establishment of junior college districts. Twin Falls County voted to form a junior college district in November 1964. The following year Jerome County citizens voted to join the junior college district. CSI celebrated its 50<sup>th</sup> anniversary during the 2015-2016 academic year.

CSI is funded by a two-county community college district, student tuition and fees, and state allocations, and is under the direction of a locally-elected five-member Board of Trustees in cooperation with the Idaho State Board of Education. The Board of Trustees hired Dr. James L. Taylor as the first President of the College of Southern Idaho. He served as president until his death in November of 1982. Gerald R. Meyerhoeffer became president in 1983 and Dr. Gerald Beck became CSI's third president in 2005. On January 1, 2014, Dr. Jeff Fox was selected to be the College of Southern Idaho's fourth president.

CSI's service area is defined in Idaho Code as an eight county area consisting of Twin Falls, Jerome, Lincoln, Camas, Blaine, Gooding, Minidoka, and Cassia counties. CSI offers its programs and courses at the nearly 350-acre main campus in Twin Falls, as well as at off-campus centers in Burley (Mini-Cassia Center), Hailey (Blaine County Center), Gooding (North Side Center), Jerome (Jerome Center) and Idaho Falls (Idaho Falls Center).

The College of Southern Idaho's mission is to provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. Students can choose from a wide range of transfer and career-technical programs with more than 130 program options ranging from short-term certificates to two-year associate degrees. Additionally, CSI provides basic skills, workforce training, economic development, and enrichment programs to its students and community members. The college also offers Adult Basic Education and English as a Second Language courses for students requiring pre-college-level work.

Faculty teach in a variety of modalities including traditional classrooms, online via the Internet, hybrid courses, on a microwave system, and online over the State's broadband service. CSI partners with sister public post-secondary institutions in Idaho, which offer over 50 bachelors, masters, and other terminal degrees for students on the CSI campus. CSI is also active within its community, offering various enrichment courses, cultural and athletic events, business partnerships, and supporting economic development.

The institution was initially accredited by the Northwest Commission on Colleges and Universities (NWCCU) in 1968 and has had its accreditation continuously reaffirmed by NWCCU, most recently in June 2015. CSI continues to partner with the College of Western Idaho (CWI) in order to assist CWI in meeting standards for accreditation and to allow CWI to offer certificates and degrees while seeking accredited status.

### **Core Functions/Idaho Code**

The College of Southern Idaho was established and is governed under Chapter 21 of Title 33 of Idaho Code. The College of Southern Idaho's mission is to provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. The primary function of the College of Southern Idaho as stated in Idaho Code is "instruction in academic subjects, and in such non-academic subjects as shall be authorized by its board of trustees" (Section 33-2102, Idaho Code).

**WORKSESSION  
OCTOBER 19, 2016**

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Academic Appropriation	\$11,544,300	\$11,948,200	\$12,265,300	\$12,518,200
Liquor Fund	\$200,000	\$200,800	\$200,000	\$200,000
Inventory Phaseout	\$603,392	\$617,048	\$637,326	\$612,535
Property Taxes	\$5,351,691	\$5,704,325	\$5,800,084	\$6,166,660
Tuition & Fees	\$11,797,097	\$11,273,859	\$10,645,022	\$11,712,745
County Tuition	\$1,722,608	\$1,459,115	\$1,429,238	\$1,580,619
Other	\$1,476,912	\$1,513,653	\$1,622,030	\$1,409,241
<b>Total</b>	<b>\$32,696,000</b>	<b>\$32,664,000</b>	<b>\$32,599,000</b>	<b>\$34,200,000</b>

<b>Expenditures</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Personnel Costs	23,221,000	23,285,000	\$22,170,000	\$22,697,000
Operating Expenditures	4,377,000	4,893,000	\$4,513,000	\$5,431,000
Capital Outlay	5,098,000	4,539,000	\$5,916,000	\$6,072,000
<b>Total</b>	<b>\$32,696,000</b>	<b>\$32,664,000</b>	<b>\$32,599,000</b>	<b>\$34,200,000</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
<b>Degree Production</b> Degrees/Certificates Awarded and Headcount of Recipients (Source: IPEDS Completions)	1,129 completions 1,029 completers (2011-12)	1,271 completions 1100 completers (2012-13)	1,152 completions 963 completers (2013-14)	1,137 completions 970 completers (2014-15)
<b>Degree Production</b> Unduplicated number of graduates over rolling 3-year average of Degree Seeking FTE (Source: IPEDS Completions/PSR1 Annual Degree Seeking FTE)	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) (2014-2015)
<b>Dual Credit</b> Unduplicated Headcount Total Credit Hours (Source: SBOE Dual Credit Enrollment Report)	2,774 14,218 (2012-2013)	2,486 12,171 (2013-2014)	3,178 16,331 (2014-2015)	3,942 18,155 (2015-2016)
<b>Remediation Rate</b> First-Time, First-Year Students Attending Idaho High School within Last 12 Months (Source: CSI Remediation Report)	65.6% (820/1250) (2012-13)	60.6% (692/1141) (2013-14)	60.6% (659/1087) (2014-15)	62.3% (493/791) (2015-16)
<b>Annual Enrollment Headcount</b> (unduplicated) Professional Technical Transfer (Source: PSR Annual Enrollment)	12,042 1,354 10,688 (2012-13)	11,747 1,190 10,557 (2013-14)	10,686 1,097 9,589 (2014-15)	10,912 1,049 9,863 (2015-16)
<b>Annual Enrollment FTE</b> Professional Technical Transfer (Source: PSR Annual Enrollment)	4,934.83 961.43 3,973.40 (2012-13)	4,468.17 892.60 3,575.57 (2013-14)	4,153.70 803.47 3,350.23 (2014-15)	3,956.55 775.62 3180.93 (2015-16)
<b>Workforce Training Headcount</b> Total Duplicated Headcount (Source: State Workforce Training Report)	3,368 (2012-13)	3,137 (2013-14)	4,319 (2014-15)	9,478 (2015-16)



**Part II – Performance Measures**

Performance Measure		2011-12 Year	2012-13 Year	2013-14 Year	2014-15 Year	Current Year
<b>Core Theme/Goal 1: Community Success</b>						
<b>Objective 3: Meet the workforce needs of the communities we serve</b>						
1. CTE Placement Percentage of CTE completers employed or continuing their education.  (Source: Idaho CTE Follow-up)	actual	85.1%	86.1%	93.4%	94.1%	-----
	benchmark	Maintain placement at or above the average for the previous four years (86.1%)	Maintain placement at or above the average for the previous four years (85.6%)	Maintain placement at or above the average for the previous four years (88.2%)	Maintain placement at or above the average for the previous four years (89.7%)	Maintain placement at or above the average for the previous four years (90%)
Performance Measure		2012-13 Year	2013-14 Year	2014-15 Year	2015-16 Year	Current Year
<b>Core Theme/Goal 2: Student Success</b>						
<b>Objective 1: Foster participation in post-secondary education</b>						
2. Tuition and fees  (Source: CSI)	actual	\$110/credit \$1320 full time	\$110/credit \$1320 full time	\$115/credit \$1380 full time	\$120/credit \$1440 full time	-----
	benchmark	<i>Maintain tuition and fees at or below the average of other Idaho community colleges (\$127 credit)</i>	<i>Maintain tuition and fees at or below the average of other Idaho community colleges (\$130 credit)</i>	<i>Maintain tuition and fees at or below the average of other Idaho community colleges (\$131 credit)</i>	<i>Maintain tuition and fees at or below the average of other Idaho community colleges (\$135 credit)</i>	<i>Maintain tuition and fees at or below the average of other Idaho community colleges</i>
Performance Measure		Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Current Year
<b>Core Theme/Goal 2: Student Success</b>						
<b>Objective 3: Support student progress toward achievement of educational goals</b>						
3. Retention Rate: Full Time Students						
Full Time Students First-time, full-time, degree/certificate seeking students still enrolled or program completers as of the following fall  (Source: IPEDS)	actual	57% (574/1005)	56% (574/1020)	56% (441/783)	57% (382/672)	-----
	benchmark	<i>CSI's retention rate will be at or above the median for its IPEDS peer group. (53.1%)</i>	<i>CSI's retention rate will be at or above the median for its IPEDS peer group. (52.7%)</i>	<i>CSI's retention rate will be at or above the median for its IPEDS peer group. (54.4%)</i>	<i>CSI's retention rate will be at or above the median for its IPEDS peer group. (55.8%)</i>	60%
Transfer-in Students Transfer, full-time, degree/certificate seeking students still enrolled or program completers as of the following fall  (Source: VFA)	actual	63.2% (182/288)	65.8% (198/301)	67.5% (139/206)	59.4% (139/234)	-----
	benchmark	65%	65%	65%	65%	65%

**WORKSESSION  
OCTOBER 19, 2016**

Performance Measure		Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort	Current Year
<b>Core Theme/Goal 2: Student Success</b>						
<b>Objective 3: Support student progress toward achievement of educational goals</b>						
4. Graduation Rate First-time, full-time, degree/certificate seeking students  (Source: IPEDS)	actual	19% (200/1062)	18% (186/1011)	19% (180/966)	20% (191/976)	-----
	benchmark	<i>First-time full-time 150% of time graduation rate will be at or above the median for its IPEDS peer group (21.3%)</i>	<i>First-time full-time 150% of time graduation rate will be at or above the median for its IPEDS peer group (21.6%)</i>	<i>First-time full-time 150% of time graduation rate will be at or above the median for its IPEDS peer group (23.4%)</i>	<i>First-time full-time 150% of time graduation rate will be at or above the median for its IPEDS peer group (Not yet available)</i>	21%
Performance Measure		2012-13 Year	2013-14 Year	2014-15 Year	2015-16 Year	Current Year
<b>Core Theme/Goal 2: Student Success</b>						
<b>Objective 3: Support student progress toward achievement of educational goals</b>						
5. Academic Progress Percentage of students who successfully reach 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)	actual	NA	46.3%	33.5%	56.8%	-----
	benchmark	NA	<i>First year of measure; benchmark being established</i>	<i>Second year of measure; benchmark being established</i>	<i>Third year of measure; benchmark being established</i>	<i>58% (Rationale: The three year average is 45.5% but has significant variations and the most recent year was well above that mark.)</i>
Performance Measure		2012-13 Year	2013-14 Year	2014-15 Year	2015-16 Year	Current Year
<b>Core Theme/Goal 2: Student Success</b>						
<b>Objective 3: Support student progress toward achievement of educational goals</b>						
6. Academic Progress Percentage of students, who have completed a certificate or degree, transferred without completing a certificate or degree, or are still enrolled after six years. <sup>1</sup>  (Source: VFA)	actual	NA	60%	57.9%	60.3%	-----
	benchmark	See note <sup>4</sup>	<i>First year of measure; benchmark being established (2007 cohort)</i>	<i>Second year of measure; benchmark being established (2008 cohort)</i>	<i>Third year of measure; benchmark being established (2009 cohort)</i>	61%
Performance Measure		2011-12 Year	2012-13 Year	2013-14 Year	2014-15 Year	Current Year
<b>Core Theme/Goal 3: Institutional Stability</b>						
<b>Objective 2: Ensure that the college maintains the financial resources necessary to meet its mission</b>						
7. Undergraduate cost per credit hour <sup>2</sup>  (Source: IPEDS Finance and PSR Annual Enrollment)	actual	NA	\$ 299.04 (\$54,200,584/ 181,270)	\$ 299.70 (\$50,266,494/ 167,724)	\$279.18 (\$44,004,146/ 157,609)	-----
	benchmark	See note <sup>1</sup>	<i>Less than \$300</i>	<i>Less than \$300</i>	<i>Less than \$300</i>	<i>Less than \$300</i>

**WORKSESSION  
OCTOBER 19, 2016**

Performance Measure		2011-12 Year	2012-13 Year	2013-14 Year	2014-15 Year	Current Year
<b>Core Theme/Goal 3: Institutional Stability</b>						
<b>Objective 2: Ensure that the college maintains the financial resources necessary to meet its mission</b>						
8. Graduates per \$100,000 <sup>3</sup>  (Source: IPEDS Finance and IPEDS Completions)	actual	NA	2.029 (1100/\$542.01)	1.916 (963/\$502.66)	2.204 (970/\$440.04)	-----
	benchmark	See note <sup>2</sup>	2.1	2.1	2.1	2.2
		2012-13 Year	2013-14 Year	2014-15 Year	2015-16 Year	Current Year
Performance Measure		2012-13 Year	2013-14 Year	2014-15 Year	2015-16 Year	Current Year
<b>Core Theme/Goal 3: Institutional Stability</b>						
<b>Objective 2: Ensure that the college maintains the financial resources necessary to meet its mission</b>						
9. Grant Production Total Yearly Dollar Amount Generated Through External Grants <sup>4</sup>  (Source: CSI)	actual	\$3,832,100	\$3,608,174	\$4,446,965	\$3,566,397	-----
	benchmark	<i>Will submit a minimum of \$2.75 million annually in external grant requests with a 33% success rate</i>	<i>Will submit a minimum of \$2.75 million annually in external grant requests with a 33% success rate</i>	<i>Will submit a minimum of \$2.75 million annually in external grant requests with a 33% success rate</i>	<i>Will submit a minimum of \$2.75 million annually in external grant requests with a 33% success rate</i>	<i>Will generate more than \$4 million annually through external grants</i>

## Performance Measure Explanatory Notes

<sup>1</sup> The College of Southern Idaho began participating in the Voluntary Framework of Accountability (VFA) in 2013. Data is not available prior to 2013.

<sup>2</sup> Undergraduate Cost Per Credit Hour: IPEDS categories of instruction, academic support, student services, institutional support, and other expenses and deductions, divided by annual credit hours; credits hours are weighted (Source: Cost: IPEDS Finance Survey, Part C (instruction, academic support, student services, institutional support, and other expenses and deductions); Credits: Weighted PSR 1.5 [including non-resident] plus PTE credits weighted at 1.0  
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 2011-2012 and have led to revised figures for 2012-2013 and 2013-2014 compared to previous reports).

<sup>3</sup> Unduplicated headcount of all certificates and degree earners per \$100,000 of spending.  
(Source: Cost: IPEDS Finance Survey, Part C (instruction, academic support, student services, institutional support, and other expenses and deductions); Credits: IPEDS Completions  
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 2011-2012 and have led to revised figures for 2012-2013 and 2013-2014 compared to previous reports).

<sup>4</sup> This figure is expenditure based and includes workforce training funds, external contracts, and grants directly related to the mission of the College of Southern Idaho. This figure does not include grants related to the public service umbrella agencies of the college such as Head Start, Early Head Start, Small Business Development Center, Office on Aging, Trans IV, Refugee Center, and Idaho STAR.

### For More Information Contact

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9/1/16

**Part I – Agency Profile**

**Agency Overview**

The College of Western Idaho (CWI) is located in the vibrant and active Treasure Valley area; Idaho's youngest community college, CWI has quickly become a valuable college resource for the region. CWI continues to experience consistent enrollment, with 8,435 credit students enrolled at the start of the 2015-2016 academic year (4,908 FTE), and 9,783 credit students in the spring semester of 2016 (5,173 FTE).

CWI is a comprehensive community college fostering student development both academically as well as occupationally. CWI offers undergraduate, professional-technical, fast-track career training, and basic skills education. With over 50 credit programs and hundreds of non-credit courses, students have an abundance of options when it comes to developing career skills or preparing for further study at a baccalaureate institution. CWI serves as an exceptional economic engine for western Idaho, serving the local business and industry training needs with customized training to garner an edge in today's competitive market.

CWI's service area is unique, and the area's characteristics have implications for the future of local higher education. CWI's service area includes Ada County, Adams County, Boise County, Canyon County, Gem County, Payette County, Valley County, Washington County, and portions of Elmore and Owyhee counties.

CWI adheres to Idaho Code Title 33 Education, Chapter 21 Junior (Community) Colleges. Policies of the Idaho State Board of Education that apply to CWI are limited as specified by Board Policy Section III, Subsection A.

**Core Functions/Idaho Code**

CWI is a two-year comprehensive community college as defined by Idaho Code 33, Chapters 21 and 22. The core functions of CWI are to provide instruction in: 1) academic courses and programs, 2) professional-technical courses and programs, 3) workforce training through short- term courses and contract training for business and industry, and 4) non-credit, special interest courses.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
General Funds–Gen Ed	\$6,528,400	\$8,248,800	\$10,371,259	
General Funds - PTE	\$6,596,614	\$6,636,014	\$7,190,160	
Liquor Fund	\$200,000	\$205,700	\$200,000	2015-2016
Property Taxes	\$6,074,279	\$6,339,677	\$6,705,653	Financials
Tuition and Fees	\$24,558,073	\$24,580,609	\$22,302,651	not yet
County Tuition	\$392,500	\$468,750	\$406,750	available
Misc. Revenue	\$627,716	\$538,438	\$522,641	
<b>Total</b>	<b>\$44,977,582</b>	<b>\$47,017,988</b>	<b>\$47,699,115</b>	
<b>Expenditures</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Personnel Costs	\$25,575,625	\$27,639,855	\$28,226,780	
Operating Expenditures	\$10,287,040	\$13,265,721	\$13,567,200	
Capital Outlay	\$2,319,887	\$2,679,934	\$1,734,266	
<b>Total</b>	<b>\$38,182,552</b>	<b>\$43,585,510</b>	<b>\$43,528,246</b>	

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
<b><sup>1</sup>Annual (unduplicated) Enrollment Headcount</b>				
Professional Technical	1,564	1,311	1,352	1,209
Academic	11,345	12,633	12,146	12,557
<i>(PSR Annual Enrollment)</i>				
<b><sup>1</sup>Annual Enrollment FTE</b>				
Professional Technical	775	794	792	739
Academic	5,524	5,389	4,877	4,735
<i>(PSR Annual Enrollment)</i>				

**WORKSESSION  
OCTOBER 19, 2016**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
<b>Degrees/Certificates Awarded</b> <i>(IPEDS Completions)</i>	777	1,260	1,272	1,572
<b>Cost per credit hour</b> – Financials divided by total weighted undergraduate credit hours from the EWA report	\$177.89	\$198.35	<sup>3</sup> \$315.06	2015-16 financials not yet available
<b>Efficiency</b> – Certificates and degree completions per \$100,000 of financials	1.92	2.06	<sup>3</sup> 2.06	2015-16 financials not yet available
<b>Dual Credit Headcount (unduplicated)</b>				
Total Annual Credit Hours	6,735	13,381	18,725	21,258
Total Annual Student Headcount	1,253	2,866	4,013	4,190
<i>(SBOE Dual Credit Enrollment Report)</i>				
<b>Tech Prep Headcount (unduplicated)</b>				
Total Annual Credit Hours	793	537	467	595
Total Annual Headcount	174	101	83	59
<b><sup>2</sup>Remediation</b>				
Degree Seeking	757	922	809	904
Non-Degree Seeking	4	64	37	14
<b>Workforce Training Headcount (duplicated)</b>	8,163	8,295	8,038	8,104
<b>ABE/ASE/ESL (unduplicated)</b>	2,412	2,185	2,102	<sup>4</sup> NA

**Footnotes**

<sup>1</sup>Summer, Fall, Spring; Count reflects SDCTE definition of CTE majors who also complete a CTE course

<sup>2</sup>Number of first-time freshmen who graduated from an Idaho High School in the previous year requiring remedial education

<sup>3</sup>FY15 reporting methodology was changed to include additional expense categories from IPEDS

<sup>4</sup>ABE Headcount – FY16 data not currently available as the State transitions to a new data system

**Part II – Performance Measures**

<b>Performance Measure</b>		<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>Current Year</b>
<b>Goal 1 - Student Success</b>						
1. Increase awarded AA, AS, and AAS degrees (Goal 1 Objective 2).	actual	689	895	895	998	
	benchmark	750 (IPEDS, first and second major)	750 (IPEDS, first and second major)	750 (IPEDS, first and second major)	750 (IPEDS, first and second major)	750 (IPEDS, first and second major)
2. Increase Dual Credits awarded to high school students (Goal 1 Objective 4)	actual	6,571	14,663	21,867	21,258	
	benchmark	17,000 credits	17,000 credits	17,000 credits	17,000 credits	17,000 credits
3. <sup>1</sup> Retention Rates - Full-time First-time, full-time degree/certificate seeking students who are still enrolled or who completed their program as of the following fall (Goal 1 Objective 1)	actual	49%	50%	52%	49%	
	benchmark	55%	55%	55%	55%	55%

**WORKSESSION  
OCTOBER 19, 2016**

4. Retention Rates - Part-time First-time, part-time degree/certificate seeking students who are still enrolled or who completed their program as of the following fall (Goal 1 Objective 1)	actual	37%	37%	35%	36%	
	benchmark	55%	55%	55%	55%	55%
<b>Goal 2 - Employee Success</b>						
5. <sup>2</sup> Faculty and staff satisfaction (Goal 2 Objective 1)	actual	63%	62%	75%	<sup>3</sup> NA	
	benchmark	80% of CWI's faculty and staff indicate satisfaction by responding with agree or strongly agree on the annual faculty/staff satisfaction survey.	80% of CWI's faculty and staff indicate satisfaction by responding with agree or strongly agree on the annual faculty/staff satisfaction survey.	80% of CWI's faculty and staff indicate satisfaction by responding with agree or strongly agree on the annual faculty/staff satisfaction survey.	80% of CWI's faculty and staff indicate satisfaction by responding with agree or strongly agree on the annual faculty/staff satisfaction survey.	80% of CWI's faculty and staff indicate satisfaction by responding with agree or strongly agree on the annual faculty/staff satisfaction survey.
<b>Goal 4 - Community Connections</b>						
6. Workforce Development Student/participant satisfaction rates (Goal 4 Objective 1)	actual	87%	94.97%	96.89%	97.08%	
	benchmark	85% of student responses report that they are satisfied that their experience in BP/WD programs provided professional enrichment.	85% of student responses report that they are satisfied that their experience in BP/WD programs provided professional enrichment.	85% of student responses report that they are satisfied that their experience in BP/WD programs provided professional enrichment.	85% of student responses report that they are satisfied that their experience in BP/WD programs provided professional enrichment.	85% of student responses report that they are satisfied that their experience in BP/WD programs provided professional enrichment.

**Performance Measure Explanatory Notes**

<sup>1</sup>**Retention:** Number of full-time and part-time freshmen returning for a second year or program completion if professional-technical program of less than one year. Break out full-time numbers from part-time numbers; this counts as one measure.

<sup>2</sup>**Faculty and staff satisfaction:** +13% variation from FY2014 to FY2015 is representative of a change in the methodology and formatting of the annual survey

<sup>3</sup>**Faculty and Staff Satisfaction Survey** has been moved to September. No information to report until after the survey is completed in the new survey month

**For More Information Contact**

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E-mail: dougdepriest@cwidaho.cc



***Director Attestation for Performance Measurement Report***

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In accordance with *Idaho Code 67-1904*, I certify the data provided in the Performance Measurement Report has been internally assessed for accuracy, and, to the best of my knowledge, is deemed to be accurate.

Department: Institutional Effectiveness



\_\_\_\_\_  
Director's Signature

18 Aug 2016

Date

Please return to:

Division of Financial Management  
Attn: Cheryl Richardson  
304 N. 8<sup>th</sup> Street, 3<sup>rd</sup> Floor  
Boise, Idaho 83720-0032

FAX: 334-2438

E-mail: [cheryl.richardson@dfm.idaho.gov](mailto:cheryl.richardson@dfm.idaho.gov)

**Part I – Agency Profile**

**Agency Overview**

Founded in 1933, North Idaho College (NIC) is a comprehensive community college located on the stunning shores of Lake Coeur d'Alene. NIC offers degrees and certificates in a wide spectrum of academic transfer and career and technical education programs.

NIC's beautiful main campus is located in Coeur d'Alene, Idaho, a lakeside city in Kootenai County with a growing population of 157,000. The greater Spokane, Washington-Coeur d'Alene, Idaho area has more than 620,000 residents. The college also serves its five-county region through outreach centers in Bonners Ferry, Kellogg, and Sandpoint, as well as through online offerings. NIC plays a key role in the region's economic development by preparing competent, trained employees for area businesses, industries, and governmental agencies.

**Core Functions/Idaho Code**

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

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

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
General Funds	\$9,677,200	\$10,029,600	\$10,599,500	\$10,635,800
Economic Recovery				
Liquor Fund	\$200,000	\$200,000	\$200,000	\$200,000
Property Taxes	\$13,462,200	\$13,800,100	\$14,038,600	\$14,288,600
Tuition and Fees	\$14,067,100	\$13,728,200	\$13,377,500	\$13,078,700
County Tuition	\$735,800	\$735,800	\$886,125	\$925,800
Misc. Revenue	\$1,132,900	\$245,600	\$309,200	\$341,900
<b>Total</b>	<b>\$39,275,200</b>	<b>\$38,739,300</b>	<b>\$39,410,925</b>	<b>\$39,470,800</b>
<b>Expenditures</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Personnel Costs	\$26,160,500	\$28,554,500	\$26,529,500	\$27,405,700
Operating Expenditures	\$12,466,700	\$9,757,900	\$12,560,500	\$11,891,400
Capital Outlay	\$648,000	\$426,900	\$320,900	\$173,700
<b>Total</b>	<b>\$39,275,200</b>	<b>\$38,739,300</b>	<b>\$39,410,900</b>	<b>\$39,470,800</b>

\* FY 2013, FY2014 and FY 2015 are audited financials (actuals). Source for FY16 figures is final FY17 B2 as submitted to SBOE 11/4/15

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
<u>General Studies</u> <sup>1, 2</sup>				
- Annual Unduplicated Headcount	7,304	6,721	6,386	6,119
- Annual Enrollment FTE	4,015	3,508	3,130	2,883
<u>Career &amp; Technical</u> <sup>2</sup>				
- Annual Unduplicated Headcount	1,025	1,051	982	984
- Annual Enrollment FTE	701	659	675	681
<u>Dual Credit</u> <sup>2</sup>				
- Annual Unduplicated Headcount	888	921	993	1,165
- Total Credits Earned	10,039	9,884	9,922	12,213
<u>Workforce Training</u> <sup>3</sup>				
- Annual Unduplicated Headcount	4,421	4,807	4,625	4,989
- Annual Enrollment FTE	345	419	517	622
<u>Adult Basic Education</u> <sup>3</sup>				
- Annual Unduplicated Headcount	932	821	651	705
- Annual Enrollment FTE	67	69	58	53
GED Credentials Awarded <sup>4</sup>	403	608	188	245

<sup>1</sup> General Studies includes Dual Credit students.

<sup>2</sup> General Studies and Career & Technical FTE is based on total credits for the year (end-of-term, summer, fall, and spring terms) divided by 30.

<sup>3</sup> Workforce Training and Adult Basic Education FTE is based on 15 hours = 1 credit, 30 credits for the year = 1 FTE.

<sup>4</sup> The decline in GED credentials awarded beginning in FY 2015 was due to several factors, including a decision by the State to decline completion credit to the high school from which the student had withdrawn, increased online competition for GED completion, and the closure of centers for several months while new staff was hired and trained.

**Part II – Performance Measures**

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>Strategic Plan Goal 1: Student Success</b>						
<u>Objectives</u>						
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.						
1. <u>Degree Production</u> <sup>1</sup>  (a) Degree and certificate production and headcount of recipients	actual	1,083 awards  1,038 graduates (2012-2013)	998 awards  930 graduates (2013-2014)	965 awards  898 graduates (2014-2015)	1,074 awards  964 graduates (2015-2016)	-----
	benchmark	Maintain graduation rate at or above the median for IPEDS peer group <i>(1,073 awards/ 967 grads) *</i>	Maintain graduation rate at or above the median for IPEDS peer group <i>(1,139 awards/ 947 grads) *</i>	Maintain graduation rate at or above the median for IPEDS peer group <i>(1,208 awards/ 1,039 grads) *</i>	Maintain graduation rate at or above the median for IPEDS peer group <i>(unavailable)*</i>	Maintain graduation rate at or above the median for IPEDS peer group
<i>* Median, IPEDS Peer Group</i>						
2. <u>Degree Production</u>  (b) Unduplicated headcount of graduates over rolling 3-year average degree seeking FTE counts.	actual	24.3% Based on 1,038 grads & 4,277 FTE (2012-2013)	22.8% Based on 930 grads & 4,069 FTE (2013-2014)	23.5% Based on 898 grads & 3,818 FTE (2014-2015)	28.3% Based on 964 grads & 3,407 FTE (2015-2016)	-----
	benchmark	Compare favorably against Idaho peer group	Compare favorably against Idaho peer group	Compare favorably against Idaho peer group	Compare favorably against Idaho peer group	Compare favorably against Idaho peer group

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>Strategic Plan Goal 1: Student Success</b>						
<u>Objectives</u>						
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.						
3. <u>Remediation Rate</u> <sup>2</sup>  Number of first-time freshman who graduate from an Idaho high school in the previous year requiring remedial education as determined by institutional benchmarks.	actual	67.8% Based on 360 placed (of 531 enrolled) (2012-2013)	66.5% Based on 323 placed (of 486 enrolled) (2013-2014)	58.6% Based on 315 placed (of 538 enrolled) (2014-2015)	58.3% Based on 302 placed (of 518 enrolled) (2015-2016)	-----
	benchmark	This measure is an input from the K-12 system; not benchmarkable per SBOE	This measure is an input from the K-12 system; not benchmarkable per SBOE	This measure is an input from the K-12 system; not benchmarkable per SBOE	This measure is an input from the K-12 system; not benchmarkable per SBOE	This measure is an input from the K-12 system; not benchmarkable per SBOE

**WORKSESSION  
OCTOBER 19, 2016**

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>Strategic Plan Goal 1: Student Success</b>						
<u>Objectives</u>						
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.						
4. Retention Rate: Percent of full-time new and transfer degree-seeking students that are retained or graduate the following year.						
(a) First-time, full-time, degree-seeking students (Source: IPEDS)	actual	51% Fall 11 Cohort (449/877)	55% Fall 12 Cohort (456/832)	55% Fall 13 Cohort (418/754)	58% Fall 14 Cohort (377/655)	-----
	benchmark	63% <b>(57%)*</b>	63% <b>(56%)*</b>	63% <b>(56%)*</b>	63% <b>(unavailable)*</b>	63%
<b>* Median, IPEDS Peer Group</b>						
(b) Transfer-in, full-time, degree-seeking students (Source: VFA)	actual	56% Fall 11 Cohort (114/203)	59% Fall 12 Cohort (122/208)	52% Fall 13 Cohort (80/155)	57% Fall 14 Cohort (86/152)	-----
	benchmark	65%	65%	65%	65%	65%

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>Strategic Plan Goal 3: Community Engagement</b>						
<u>Objectives</u>						
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.						
5. Dual Credit <sup>3</sup>						
(a) Annual unduplicated headcount	actual	888	921	993	1,165	-----
(b) Total credits earned	actual	10,039	9,884	9,922	12,213	-----
	benchmark	<i>This measure is an input from the K-12 system; not benchmarkable per SBOE</i>	<i>This measure is an input from the K-12 system; not benchmarkable per SBOE</i>	<i>This measure is an input from the K-12 system; not benchmarkable per SBOE</i>	<i>This measure is an input from the K-12 system; not benchmarkable per SBOE</i>	<i>This measure is an input from the K-12 system; not benchmarkable per SBOE</i>

**WORKSESSION  
OCTOBER 19, 2016**

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>Strategic Plan Goal 5: Stewardship</b>						
<u>Objectives</u>						
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.						
6. <u>Undergraduate Cost per Credit</u> <sup>4</sup>	actual	\$270.79 Based on \$45,597,037 & 168,385 Credits (2012-2013)	\$302.49 Based on \$45,574,727 & 150,666 credits (2013-2014)	\$314.86 Based on \$43,541,817 & 138,290 credits (2014-2015)	Financials not available from IPEDS at this time (2015-2016)	-----
	benchmark	<i>Compare favorably against Idaho peer group</i>	<i>Compare favorably against Idaho peer group</i>	<i>Compare favorably against Idaho peer group</i>	-----	<i>Compare favorably against Idaho peer group</i>

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>Strategic Plan Goal 5: Stewardship</b>						
<u>Objectives</u>						
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.						
7. <u>Graduates per \$100,000 of education and related spending by institutions</u> <sup>5</sup>	actual	2.28 Based on \$45,597,037 & 1,038 grads (2012-2013)	2.04 Based on \$45,574,727 & 930 grads (2013-2014)	2.06 Based on \$43,541,817 & 898 grads (2014-2015)	Financials unavailable at this time (2015-2016)	-----
	benchmark	<i>Maintain rank at or above the median for IPEDS peer group</i>	<i>Maintain rank at or above the median for IPEDS peer group</i>	<i>Maintain rank at or above the median for IPEDS peer group</i>	-----	<i>Maintain rank at or above the median for IPEDS peer group</i>
<b>* Median, IPEDS Peer Group</b>		<b>(2.04) *</b>	<b>(2.10) *</b>	<b>(unavailable) *</b>		

**Performance Measures Explanatory Notes**

<sup>1</sup> Degrees/Certificates awarded are based on awards reported to IPEDS. Includes summer, fall and spring terms. FY2015 number has been revised to reflect actual IPEDS submission. FY2016 is as of 08.05.16. Source: IPEDS Completions Survey.

<sup>2</sup> Includes summer, fall, and spring terms. Includes only those students that have a valid placement test score; includes both degree-seeking and non-degree-seeking; a majority of those without scores are non-degree seeking students; Dual Credit students not included. Note: There was a major revision made to the Placement Interpretation Sheet in 2015. Source: NIC Remediation Report.

<sup>3</sup> Based on end-of-term; includes summer, fall, and spring terms. Source: SBOE Dual Credit Report.

<sup>4</sup> Cost includes Instruction, Academic Support, Student Services, Institutional Support, and Other Expenses/Deductions (IPEDS). Credits are weighted. Source: PSR 1.5 credits + Tech, REM and PTE weighted at 1.0, ACAD weighted according to SBOE list.

<sup>5</sup> Cost includes Instruction, Academic Support, Student Services, Institutional Support, and Other Expenses/Deductions (IPEDS). Graduates count is unduplicated. Source: IPEDS Finance Survey; IPEDS Completions Survey.

**For more information, contact**

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**Part I – Agency Profile**

**Agency Overview**

The Agricultural Research and Extension Service (ARES) is part of the land-grant system established by the Morrill Act of 1862. The University of Idaho Cooperative Extension System, established in 1915 under the Smith-Lever Act of 1914, conducts educational outreach programs to improve the quality of life for Idaho citizens by helping them apply the latest scientific technology to their communities, businesses, lives, and families. The Idaho Agricultural Experiment Station, established in 1892 under the Hatch Act of 1887, conducts fundamental and applied research to solve problems and meet the needs in Idaho’s agriculture, natural resources, youth and family, and related areas.

**Core Functions/Idaho Code**

Conduct educational outreach programs through the University of Idaho Cooperative Extension system. Conduct fundamental and applied research programs through the Idaho Agricultural Experiment Station. Pursuant to **§33-2904**, Idaho Code, the State Board of Education is authorized to conduct agricultural research and extension work.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
General Fund	\$23,604,100	\$24,422,700	\$26,453,700	\$28,736,200
Federal Grant	5,333,566	5,207,468	5,073,983	5,695,642
Misc Revenue	0	0	0	0
Restricted Equine Education	14,557	0	0	0
<b>Total</b>	<b>\$28,952,223</b>	<b>\$29,630,168</b>	<b>\$31,527,683</b>	<b>\$34,431,842</b>
<b>Expenditures</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Personnel Costs	\$22,381,690	\$22,590,324	\$24,134,222	\$25,758,151
Operating Expenditures	4,413,296	4,005,379	5,066,027	5,184,195
Capital Outlay	2,208,280	2,154,129	2,704,097	3,082,568
Trustee/Benefit Payments	2,333	0	0	0
<b>Total</b>	<b>\$29,005,599</b>	<b>\$28,749,832</b>	<b>\$31,904,346</b>	<b>\$34,024,914</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Number of Youth Participating in 4-H	34,769	56,546	55,742	54,786
Number of Individuals/Families Benefiting from Outreach Programs	358,227	375,350	359,662	338,261
Number of Technical Publications (research results) Generated/Revised	179 (CES)	135 (CES)	187 (CES)	167 (CES)

**Performance Highlights:**

**University of Idaho Experiment Stations and Extension Programs**

**International consortium targets potato cyst nematodes**

In FY16 the Potato Programs of Distinction (POD) of University of Idaho scientists led a \$3.2 million international project to combat microscopic worms that can reduce potato yields by 80 percent. The project is developing new controls for the pale cyst nematode and golden nematode and relies on university, federal and industry efforts. The pest’s egg clusters can survive up to 30 years in the soil.

**4-H Youth Development enhances leadership, science skills**

In FY16 the University of Idaho 4-H Youth Development program reached 54,786 youth with the help of 3,198 volunteers across the state. To build confidence, 14,227 4-H club members delivered oral presentations, and 701 served as youth leaders. To nurture their interest in science, 24,075 youth participated in 4-H technology,

engineering and science projects. To develop leadership, 5840 youth enrolled in personal development and citizenship projects.

**Help organized for wildfire victims' efforts to rehabilitate fire-damaged lands**

When wildfires in 2015 burned in Owyhee County and swept through the Clearwater River drainage in northern Idaho, Extension offices became a central hub to respond to the crisis. County Extension offices became a source for communication by developing and distributing fire recovery information packets. They served as a collection site for donations for firefighters and for fire recovery assistance for landowners. Extension offices served as a clearinghouse for connecting those who needed emergency animal shelter and hay with those who could provide animal care. Extension educators organized and facilitated multi-agency efforts to find new ways to help landowners find needed expertise and resources. Extension workshops focused on salvage logging and erosion control. Extension also helps prevent forest fires. Forestry training, reaching more than 1,400 loggers, increases the sustainability of forests by improving logging practices and equips loggers to better serve family forest owners.

**Statewide outreach informs high school students about paths to higher education, benefits**

In FY16 the University of Idaho with the University of Idaho Extension Services helped high school students and their parents better understand the values of higher education and the paths to get there during enrollment events in 43 locations across the state. *Enroll Idaho* events welcomed high school juniors and seniors and others to informational sessions about the value of higher education, how to pay for it and gave information on programs offered by UI. Statistics show that a postsecondary education boosts earnings by \$22,000 per year, or \$1 million over a lifetime.

**Novel university-company collaboration speeds wheat breeding, marketing**

In FY16 the University of Idaho's pioneering agreement with Limagrain Cereal Seeds is improving the development of new wheat varieties as well as transfer of varieties to growers for production. The company began marketing six UI-developed varieties last year. The university and company also signed a three-year renewal agreement, extending the original three-year collaboration. New varieties include three new Clearfield Plus soft white winter wheat varieties with resistance to the herbicide imidazolinone.

**Part II – Performance Measures**

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>Scholarly and Creative Activity</b>						
1. Number of External Agricultural Research Grants submitted	actual	312	328	323	298	-----
	benchmark	* n/a	*n/a	350	350	350
2. Number of External Agricultural Grants received	actual	215	281	245	217	-----
	benchmark	*n/a	*n/a	300	300	300
3. Dollar Value of External Agricultural Research Grants	actual	\$15.6M	\$16.1M	\$17.2M	\$14.5M	-----
	benchmark	\$20M	\$20M	\$20M	\$20M	\$20M

\*n/a for benchmarks 1 (**Number of External Agricultural and Research Grants submitted**) and 2 (**Number of External Agricultural Grants Received**) in FY13 and FY14 are the result of amending the FY15-FY16 Performance Measure from crop development and varieties to a grants submissions and award. No Performances Measures/benchmarks for current items 1 and 2 existed in FY13 and FY14.

### Performance Measure Explanatory Notes

**Scholarly and Creative Activity:** The continuing resolution funding the federal government led to a delay in release of USDA requests for proposals, which reduced the number of grants submitted and received in FY2016. Faculty were active in submitting projects for the FY2016 federal budget due in July 2016 because of the delay. Significant success did occur in FY2016 even with the reduction in federal opportunities available. This included ARES leading an international project trying to eradicate pale cyst nematode. A large influx of new faculty also occurred in FY2016, which will support greater grant submissions in FY2017. Partnerships with the Idaho Wheat Commission in variety development and with the Potato Variety Management Inc. for potatoes is leading to royalty return to ARES. These funds will aid in improving UI breeding programs.

**Outreach and Engagement:** We had several open positions so there were fewer faculty members working with the clientele which resulted in fewer face-to-face teaching contacts. The new faculty we hired have not had sufficient time to develop a fully active Extension program to positively affect the performance measures for FY16.

Our clientele are seeking more information electronically (reducing participation in face-to-face class settings) or through walk-in visits to our county offices. Last year there were 401,005 unique page views on our web sites. To address this change in the way our clients seek information, our web sites are now in responsive format and we are focusing on developing more materials for electronic delivery.

### Performance Measure Alignment with AERS Strategic Plan

- (1) Scholarly and Creative Activity, Objective 1
- (2) Scholarly and Creative Activity, Objective 1
- (3) Scholarly and Creative Activity, Objective 2
- (4) Outreach and Engagement, Objective 4. This performance measure aligns with this part of the AERS Strategic plan, as these networking opportunities have allowed us to be a better partner with our stakeholders and develop programs that meet their needs, which in some cases they fund.

#### For More Information Contact

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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 49<sup>th</sup> 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 eighth 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, three pharmacotherapy residents and two psychology interns in training, and graduates seven new family physicians each June. Fifty-eight of ISU FMR’s 116 graduates have stayed in Idaho.
  
- 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.

Pursuant to Idaho Code **§33-3720** authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
General Fund	\$873,000	\$905,200	\$923,100	\$1,026,900
<b>Total</b>	<b>\$873,000</b>	<b>\$905,200</b>	<b>\$923,100</b>	<b>\$1,026,900</b>
<b>Expenditures</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Personnel Costs	\$583,000	\$583,600	\$601,500	\$705,300
Operating Expenditures	\$291,000	\$321,600	\$321,600	\$321,600
Capital Outlay	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$873,000</b>	<b>\$905,200</b>	<b>\$923,100</b>	<b>\$1,026,900</b>

**WORKSESSION  
OCTOBER 19, 2016**

**Health Programs – ISU Family Medicine Residency Performance Measurement Report**

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
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	12.8%	12.9%	13.1%	14.5%
Number of Health Profession Students (non-physician) Receiving Clinical Training at FMR Facilities	2NP, 3psych, 10 pharmacy (15)	2NP, 3psych 11 pharmacy (16)	1NP, 3PA, 3psych 9pharmacy (16)	1NP, 3PA, 3psych 9pharmacy (16)
Percentage of Physician Residents Graduating <sup>1</sup>	100%	100%	100%	100%
Percentage of Graduates Successfully Completing Board Examination <sup>1</sup>	100%	100%	100%	100%

Dollar Cost per resident

State dollars received by ISU FMR are \$1,026,900. Approximately 29% of these dollars are used for departmental support, leaving \$726,900 for 21 residents or \$34,000 per resident as our best estimate of dollar cost per resident. Total departmental budget is \$7.0M; \$1,026,900 is 14.5%. Components specifically attributed to residency costs is 10%.

**Part II – Performance Measures**

<b>Performance Measure</b>		<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>Current Year</b>
<b>Goal 1</b>						
<i>Access – Recruitment of physicians for Idaho.</i>						
1.High application rate and interview rate. Objective a.	actual	54	77	69	78	-----
	benchmark	above 56 interviews	above 56 interviews	above 56 interviews	above 56 interviews	above 56 interviews
2.Successful match each March for ISU FMR. Objective b.	actual	7	7	7	7	-----
	benchmark	7	7	7	7	7
3.Number of graduates practicing in Idaho. Objective c.	actual	48%	48%	50%	50%	-----
	benchmark	50%	50%	50%	50%	50%
<b>Goal 2</b>						
<i>Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research.</i>						
1.Number of residents who take ABFM exam within one year of training. objective a.	actual	6	7	7	7	-----
	benchmark	6	7	7	7	7
2.Board examinations pass. objective b.	actual	100%	100%	100%	100%	-----
	benchmark	90% pass rate	90% pass rate	90% pass rate	90% pass rate	90% pass rate
3.Number of quality improvement projects. objective c.	actual	7	7	7	7	-----
	benchmark	7	7	7	7	7
<b>Goal 3</b>						
<i>Efficiency – improve long-term financial viability of the department/residency program.</i>						
3.Maintained GME reimbursement. objective c.	actual	\$2.4M 18.6 FTE	\$2.4M 18.6 FTE	\$2.5 M 19.1 FTE		-----
	benchmark				\$2.4 M 18.6/21 FTE	

### Performance Measure Explanatory 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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## **Part I – Agency Profile**

### **Agency Overview**

There are three family medicine residencies in Idaho – the Family Medicine Residency of Idaho (FMRI) in Boise, the Idaho State University Family Medicine Residency (ISU FMR) in Pocatello, and the Kootenai Family Medicine Residency in Coeur d’Alene. All three programs are funded from State allocations, grants, local hospitals, Medicaid, Medicare, and other patient revenues. The Family Medicine Residency of Idaho (FMRI) was founded in 1975 as a non-profit, independent, corporate entity. The FMRI consists of three separately accredited GME programs. The oldest and first program is in Boise. The other two programs are Rural Training Tracks (RTT’s) in Caldwell (1995) and Magic Valley (2008). FMRI is a Federally Qualified Health Center and one of the first 11 federally designated Teaching Health Centers in the United States. FMRI is governed by a consumer-based independent board and has a Graduate Medical Education Committee that oversees all residency education functions. The President, Chief Executive Officer, and Designated Institutional Official of FMRI is Ted Epperly, MD. The Boise Program Director is Justin Glass, MD and the Program Director of the two RTTs is David Schmitz, MD. FMRI is affiliated with the University of Washington WWAMI Residency Network.

### **Core Functions/Idaho Code**

There are two core functions of FMRI:

1. Training family physicians to provide care to rural, urban and suburban populations throughout Idaho. FMRI, including its Caldwell and Magic Valley Rural Training Tracks, has up to 48 residents in training at any one time and now graduates 16 new family physicians each June. Idaho ranks 46<sup>th</sup> out of 50 for active primary care physicians per capita in the USA and ninety-five percent of all Idaho counties are Health Professional Shortage Areas for primary care. FMRI has an excellent track record of recruiting family physicians that settle and stay in isolated rural Idaho. Currently, FMRI’s residency programs are exceeding their recruitment target of 50% of their graduates staying within Idaho. Of the 322 practicing FMRI graduates, 170 (53%) family medicine physicians have been recruited and settled in Idaho since the beginning of our program. This retention rate ranks us 9<sup>th</sup> best in the United States at keeping graduates in the state they train in. Of those residents choosing to remain in Idaho, 54% have chosen to practice in rural, underserved or health professional shortage areas for primary care.
2. Provision of services to underserved populations in Boise. Over the last four decades, FMRI has become the leading medical provider to the underserved population of Ada County. The FMRI is the largest provider of care to the Medicaid population in the State of Idaho. FMRI provides over nine million dollars in medical and mental health services to Medicaid, Medicare and the indigent and absorbs over two million dollars of uncompensated care annually. FMRI residents who settle in Idaho communities have an excellent track record of continuing outreach services to Medicare, Medicaid and indigent patients and supporting free clinics in their communities.

Pursuant to Idaho Code **§33-3720** authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs.

### **Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
General Fund	\$ 1,080,900	\$ 1,118,700	\$ 1,118,700	\$ 1,530,000
<b>Total</b>	<b>\$ 1,080,900</b>	<b>\$ 1,118,700</b>	<b>\$ 1,118,700</b>	<b>\$ 1,530,000</b>
<b>Expenditures</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Personnel Costs	\$ 972,810	\$ 1,006,830	\$ 1,006,830	\$ 1,377,000
Operating Expenditures	108,090	111,870	111,870	\$ 153,000
Capital Outlay	0	0	0	0
Trustee/Benefit Payments	0	0	0	0
<b>Total</b>	<b>\$ 1,080,900</b>	<b>\$ 1,118,700</b>	<b>\$ 1,118,700</b>	<b>\$ 1,530,000</b>

**WORKSESSION  
OCTOBER 19, 2016**

**Health Programs-Boise Family Medicine Residency Performance Measurement Report**

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Number of Residents in Training	42	46	47	49
Average Total State Funded Dollar Cost per Resident as a Percent of Total Residency Training Costs	\$25,736	\$24,320	\$23,802	\$31,875
Number of Health Profession Students (non-physician) Receiving Clinical Training at FMRI Facilities	46	62	65	69

**Part II – Performance Measures**

<b>Performance Measure</b>		<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>Current Year</b>
<b>Goal 1</b>						
<b>Family Medicine Workforce</b> – To produce Idaho’s future family medicine workforce by attracting, recruiting, and employing outstanding medical students to become family medicine residents and to retain as many of these residents in Idaho as possible post-graduation from residency.						
1. Number of Residents Matched Annually <i>Objective 1</i>	actual	100%	100%	100%	100%	-----
	benchmark	100%	100%	100%	100%	100%
2. Percentage of Physician Residents Graduating <i>Objective 2</i>	actual	92%	94%	94%	100%	-----
	benchmark	95%	95%	95%	95%	95%
3. Percentage of Resident Training Graduates Practicing in Idaho <i>Objective 3</i>	actual	54%	54%	53%	53%	-----
	benchmark	50%	50%	50%	50%	50%
<b>Goal 3</b>						
Education – To provide an outstanding family medicine training program to prepare future family medicine physicians.						
4. Percentage of Graduates Successfully Completing Certifying Board Examination <i>Objective 1</i>	actual	100%	100%	100%	100%	-----
	benchmark	95%	95%	95%	95%	95%

**For More Information Contact**

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**Part I – Agency Profile**

**Agency Overview**

Research mission – investigation into forestry and rangeland resource management problems, forest nursery production, and related areas. Part of the College of Natural Resources, Forest Utilization Research also includes the Rangeland Center with a legislative mandate for interdisciplinary research, education and outreach as suggested by a partner advisory council to fulfill the University’s land grant mission (Idaho Code § 38-715), and the Policy Analysis Group with a legislative mandate to provide objective data and analysis pertinent to natural resource and land-use issues as suggested by an advisory committee of Idaho’s natural resource leaders (Idaho Code § 38-714).

**Core Functions/Idaho Code**

The duty of the Experiment Station of the University of Idaho’s College of Natural Resources is to institute and conduct investigations and research into the forestry, wildlife and range problems of the lands within the state. Such problems specifically include forest and timber growing, timber products marketing, seed and nursery stock production, game and other wildlife, and forage and rangeland resources. Information resulting from cooperative investigation and research, including continuing inquiry into public policy issues pertinent to resource and land use questions of general interest to the people of Idaho, is to be published and distributed to affected industries and interests. (Idaho Code § 38-701, 38-703, 38-706, 38-707, 38-708, 38-709, 38-710, 38-711, 38-714, 38-715)

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
General Fund	\$504,100	\$667,400	\$887,100	1,078,800
<b>Total</b>	<b>\$504,100</b>	<b>\$667,400</b>	<b>\$887,100</b>	<b>\$1,078,800</b>
<b>Expenditures</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Personnel Costs	\$454,800	\$569,200	\$693,500	\$902,900
Operating Expenditures	\$48,750	\$93,300	\$109,300	\$129,300
Capital Outlay	\$550	\$4,900	\$84,300	\$46,600
Trustee/Benefit Payments	\$ 0	\$0	\$0	\$0
<b>Total</b>	<b>\$504,100</b>	<b>\$667,400</b>	<b>\$887,100</b>	<b>\$1,078,800</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Number of Private Landowners Assisted: Pitkin Forest Nursery	1400	1550	1550	1575
Number of Seedling Industry Research Projects: Pitkin Forest Nursery	2	3	4	3
Number of:				
• Research Projects:				
Experimental Forest	11	12	11	11
Policy Analysis Group	7	9	6	9
Pitkin Forest Nursery	10	10	12	10
Rangeland Center	10	15	19	14
• Teaching Projects:				
Experimental Forest	24	25	24	24
Policy Analysis Group	8	13	8	8
Pitkin Forest Nursery	8	5	6	6
Rangeland Center	9	9	10	13
• Service Projects:				
Experimental Forest	9	10	11	11
Policy Analysis Group	16	14	7	12
Pitkin Forest Nursery	15	12	15	13
Rangeland Center	11	13	8	9

**Performance Highlights**

**Experimental Forest:**

Highlights:

*Research* – 12 research projects were established, including a commercial harvesting bioenergy study, new research projects evaluating cable logging safety and timber harvest logistics applications of Global Positioning System personnel tracking technology, new entomological research on wood borer beetles, and a large, manipulative experiment evaluating effects of masticated fuels on fire behavior.

*Education* – Classroom involvement included nine faculty, 12 different class courses, 25 field trips, 20 follow up lab sessions, involving more than 300 students with hands-on experience.

*Internships* – 13 student interns gained hands-on field experience in timber management, including developing critical thinking and problem-solving skills in the field. Student interns worked full time during the summer and part-time during the academic year, and were exposed to a wide array of land management experiences involving multiple resources and the challenge of addressing regulatory policies with scientific information.

*Outreach* – nine outreach and engagement activities include school teachers, logging contractors, professional foresters, non-industrial private forest land owners, and interested Idaho citizens. Hosted activities included field tours for the Idaho Forest Products Commission, University of Idaho Extension programs, and Logger Education to Advance Professionalism workshops.

The centerpiece of the University of Idaho Experimental Forest (UIEF) is the 8247 acres of forest land on Moscow Mountain that are adjacent to both industrial and non-industrial private forest lands surrounded by dry-land farming in Latah County. Most of these lands were a gift from Potlatch Corp. in the 1930s. Today all but 450 acres are managed as working forests, balancing education, research, and demonstration with production of timber, clean water, fire hazard mitigation, smoke particulate management, and wildlife and fisheries habitat. The UIEF also manages 398 acres on two parcels in Kootenai County, and has a life estate of 1649 acres in Valley County that eventually will come under UIEF management in the future. As noted in the highlights above and details below, these lands provide many research, education and outreach opportunities.

Research conducted on the UIEF in FY2015 included studies by College of Natural Resources faculty, collaborators in the College of Agriculture and Life Sciences, and the USDA Forest Service Rocky Mountain Research Station.

Dr. Robert Keefe, Assistant Professor of Forest Operations, supervises research and management activities on the UIEF, under the direction of the Dean. In FY2014, a number of experiments focused specifically on forest utilization, harvesting productivity, efficiency, cost analysis, and logging safety were conducted. Dr. Keefe has several studies evaluating production and costs associated with utilizing beetle-killed timber in bioenergy development. Dr. Keefe and several graduate students conducted a wide range of studies using real-time GPS positioning technology to improve logging safety, operational production efficiency. This work resulted in submission of a new, \$1.5 million proposal for federal funding to develop real-time positioning technology for wildland firefighters in collaboration with Idaho Dept. of Lands and the Bureau of Land Management. Dr. Tara Hudiburg had multiple large studies on the Experimental Forest evaluating water use by Idaho conifer trees, including characterizing effects of thinning on water use. Dr. Dan Johnson also had an active research program evaluating drought stress in conifer sapling and tree physiological impacts of thinning. Dr. Alistair Smith and Dr. Penny Morgan continued research on characterizing fire behavior following forest stand mastication treatments to reduce fire behavior, under the Joint Fire Sciences Program. Additional prescribed burning associated with the study will be carried out in October 2016. Dr. Mark Coleman, Dr. Steve Cook, and several collaborators carried out a variety of studies evaluating long-term impacts of biomass use in Idaho's forests, and research to understand forest beetle dynamics. Dr. Andrew Nelson installed two new studies to help improve conifer regeneration through efficient use of vegetation management.

Education involving hands-on experience to supplement classroom and laboratory exercises is a significant and valuable supplement to a college education in forest utilization. In FY2015 ten faculty members – College of Natural Resources (8), College of Agriculture and Life Sciences (1), and Washington State University (1) – used the UIEF for at least one field trip session each during twelve different courses, ranging from an introductory freshman orientation to senior and graduate level courses demonstrating current research knowledge, land management practices, and using forest operations equipment. In total more than 300 university students visited the UIEF on 24 field trips, with an additional 20 follow-up laboratory sessions in which data collected during field trips were analyzed.

Internship opportunities for students have been offered by the UIEF since 1972. In FY2014 the UIEF employed 12 students and successfully completed the 42<sup>nd</sup> consecutive year of the Student Logging Crew Program. Staff provide hands-on education as the students helped plan and accomplish the management objectives in the UIEF Forest Management Plan, helping the College fulfill the duties of the Experiment Station as described in Idaho Code § 38-703 *et seq.* Student employee interns were engaged in all aspects of planning an active year of forest management, including extensive planting, pre-commercial thinning, timber harvesting, and wildland fire protection. These hands-on activities are critical for the career development of natural resources students. Work assignments include technology transfer as students learn to employ state-of-the-art equipment and techniques, as well as incorporating their interdisciplinary academic learning in an operational and research forest setting. Upon graduation these student employee interns generally have very high success rates finding employment.

An important outreach and engagement highlight for FY2015 was completion of a demonstration area at the Matthew M. McGovern Memorial Tree Farm that shows private landowners, contractors, and foresters options for implementing the new State of Idaho Class I Stream Shade Rule, enacted in June 2014. This new demonstration site was developed in cooperation with Idaho Dept. of Lands Idaho Dept. of Lands and Idaho Dept. of Environmental Quality and is being used as a teaching and outreach tool on field tours and Extension Forestry workshops.

#### **Policy Analysis Group:**

##### Highlights:

*Research* – A new director was hired and began work for the Policy Analysis Group in FY 2015. This provided an opportunity to review research priorities, build relationships with interested stakeholders, and to implement strategies to address pressing natural resource issues important to the citizens of Idaho. Nine new research projects were initiated in FY 2015, of which three were completed.

One completed project featured the role of the forest products manufacturing industry in the Idaho economy; the information was used in the industry's presentation to the Idaho Legislature's Joint Economic Outlook and Revenue Assessment Committee, and provided to legislative members during the Forestry Day luncheon in January 2016. A second completed project provided information to the 2015-2016 Grazing Program Review on behalf of the Idaho State Board of Land Commissioners (Land Board). The Policy Analysis Group evaluated the historical financial performance of Idaho's endowment rangelands to inform grazing rate policies. The third completed project evaluated the economic effects of restoring a portion of the Big Wood River in central Idaho.

Notable projects underway include state wildfire suppression funding, evaluating the effect of forest collaboratives, leasing state endowment lands for hunting, and a survey of non-industrial private forest landowners. The impact of wildfire was a topic of considerable interest during 2015 and the subsequent legislative session. The Policy Analysis Group is documenting state wildfire funding, including historical state obligations and fiscal management approaches. Fourteen western states are involved in the study to identify collective state spending and to highlight alternative funding mechanisms. The effectiveness of the forest collaboratives study similarly addresses forest management concerns but from the perspective of how collaboratives affect the pace and scale of forest management activities. The study on state recreation leases emerged in 2015 in response to inquiries about using endowment lands for exclusive hunting, and examines related fiduciary obligations and fiscal impacts. Lastly, the survey of non-industrial forest owners will update information on the more than 12,000 family forest owners in the state, including demographics, forest management practices, willingness to harvest timber, and intergenerational land transfer plans.

*Education* – educating students is a small but important responsibility of the Policy Analysis Group. In FY 2015, one graduate and two undergraduate students were hired for a range of projects including investigating other state's approaches to endowment land leasing, updating a directory of state forest products businesses, and conducting a review of community resiliency research findings. Presentations were also made in five graduate and undergraduate courses with the purpose of educating students on the policy process, policy analysis methods, and the responsibilities of the Policy Analysis Group.

*Outreach* – a primary task of the new director in FY 2015 was to reestablish partnerships with traditional stakeholders, and to broaden the scope of partners to inform research, communication outreach, and to broaden the impact of our studies. Five public presentations were given to a broad cross-section of agency and NGO professionals, landowners, and researchers. Several other meetings and conferences were attended to gather information about natural resource issues of concern to different stakeholder groups. Another key task of the Policy Analysis Group was to initiate a study of communication strategies and effectiveness of outreach activities. These efforts are ongoing and will influence future outreach mechanisms and products. Professional service included participation on multiple external committees including the Idaho State Wood Energy Team, associate editor for the *Journal of Forestry*, national chair of the SAF Committee on Forest Policy, SAF National Nominating Committee. Collegiate service included chair of the CNR-Forest Utilization and Research committee reported in this performance report, chair or member of four faculty/staff search committees, member of NRS curriculum committee, and member of new NRS department restructuring effort.

*Programmatic growth* – The Policy Analysis Group received additional legislative funding in the FY 2016 and FY 2017 fiscal cycles. These investments were used to hire one new forest economist and a future research analyst to assist in the tracking of the contribution of natural resources to the Idaho's economy. Additional research capacity, graduate student funding ability, and expertise is significantly expanding the scope and usefulness of our work and the breadth of new projects accepted. These investments will be used leverage additional resources and projects to further meet our legislative mandate.

The Policy Analysis Group continues to meet its legislative mandate to provide objective data and analysis on natural resource and land-use issues of concern to Idaho citizens. The number and scope of research projects highlights our commitment to this mandate, the impact of which is to provide timely information to inform critical land management decisions at multiple levels of government.

All issues are suggested and prioritized by an Advisory Committee comprised of natural resource leaders in the state, as per our enabling legislation. As analyses of current issues are completed, they are replaced by others suggested by the Advisory Committee and interested Idaho stakeholders. Our website was redesigned in FY 2015 to accommodate our priorities and improve access to publications and related materials to a wide audience ([www.uidaho.edu/cnr/pag](http://www.uidaho.edu/cnr/pag)).

**Pitkin Forest Nursery:**

Highlights:

*Research* – With a recently increasing rate of failure to establish Douglas-fir, western red cedar, and western larch plantations, in conjunction with private stakeholders, staff are continuing to improve the



quality of plant material available for reforestation and restoration throughout Idaho. Studies are designed and maintained with the objectives of improving tree seedling cost effectiveness throughout the establishment period. Specific research projects focused on Douglas-fir seedling root growth following planting and ongoing investigations into the ability to enhance this as a means of drought tolerance, an investigation of the tolerance of key forest tree species to herbicide to better understand our ability to control competing vegetation in plantation establishment, and characterization of western red cedar seedling quality as influenced by nursery culture with the aim of increasing cold tolerance and browse resistance. This body of work should provide Idaho's nursery and reforestation industry with continued improvement in plantation establishment success in subsequent growing seasons.

*Education* – Supported 9 graduate and undergraduate students through research at the Pitkin Forest Nursery. These studies were quite broad, including a continuing effort to better understand the reasons that Douglas-fir seedling survival is less predictable than desired in reforestation projects (by examining root system development), enhancing our ability to establish pollinator habitat plots to preserve this important component of Idaho's agri-ecosystems, and determining if there are management decisions that could be readily implemented that would improve survival of western red cedar seedlings in reforestation programs. These projects build on Idaho's reputation as a leader in reforestation practices and help improve our restoration of degraded forests and rangelands. A semester-long seedling growing project completed by undergraduate students in the core Forest Regeneration course provides hands-on learning that translates directly to improved field skills. Continuing to leverage the Reveley Nursery Facility beyond Forestry students, over the course of the year students from the University's Architecture program regularly participated in energy efficiency assessment of the new building, building a cross-campus collaborative understanding of the use of wood in design.

*Outreach* – Conducted several workshops and training sessions aimed at improving forest management practices in Idaho, including the Intermountain Container Seedling Growers Association, which was held in Moscow, ID. Regularly engaging children through activities associated with Arbor Day and pollinator gardens and hosting sessions for land management professionals and laypersons affiliated with reforestation programs provides a strong foundation for improved stewardship of Idaho's forests. A trial on seedling quality assessment (Root Growth Potential) was conducted with Idaho Forest Industry partners that was well received; we anticipate this will result in improved decision making capacity for reforestation.

*Teaching* – Provided research and teaching facilities for several UI courses that require hands-on nursery experience. This provided experience which is sought by forest tree seedling nurseries throughout the United States. Graduates with experience having worked in the nursery readily obtain work upon completion of their degrees. The BS Forest Resources course Forest Regeneration was taught regularly in the new Reveley Nursery Facility which provides ample hands-on learning opportunities that were not previously available.

*Programmatic Growth* – A pilot investigation of seedling quality testing at an operational scale, initiated in response to requests from several members of Idaho's forest industry, resulted in testing of cold hardiness evaluation and seedling root growth characterization. Following the pilot program, a more extensive round of testing will occur in FY17 focusing on root system evaluation.

The Pitkin Forest Nursery continues to actively engage with Idaho landowners, natural resource industries, and citizens. Graduates of the College of Natural Resources with experience working in the Pitkin Forest Nursery are in high demand and continue to find placement in highly desirable fields upon graduation in Idaho and beyond. Strong interest exists from forest industry and small private stakeholders to better know why seedlings fail to establish. The research conducted in at the Pitkin Forest Nursery and in conjunction with our partners, aims to provide more effective reforestation practices, with higher establishment rates and cost savings, for Idahoans. This research provides important information and decision support across the state that helps streamline nursery production practices with the site-specific reforestation needs; as this becomes more complete, Idaho will be recognized as a reforestation leader in the western USA. In FY2016, nine graduate and undergraduate students were working towards degrees through research conducted at the nursery and/or its associated field sites. Many other students are using the facilities at the Pitkin Forest Nursery as a component of their graduate research on forest nutrition and soil management, fire modeling, and post-fire regeneration.

By actively seeking to be a recognized leader in seedling research and technology transfer, we regularly open our facility for tours and workshops to provide a better understanding of reforestation needs in the state. Through broad offerings of activities for children, land management professionals, and laypersons, we have helped increase understanding of the importance of forestry and natural resource management in Idaho. Forest tree seedling nurseries throughout the United States are seeking graduates with experience such as that gained at the Pitkin Forest Nursery, with a high demand expected to continue as we are best suited to replace a retiring workforce.

**Rangeland Center:**

Highlights:

*Research* – Rangeland Center resources were specifically leveraged to support 14 research projects. Rangeland Center researchers were also involved in about 33 major collaborative projects that contribute to our understanding of rangelands and the communities that rely on them. Research results by Rangeland Center members were published in 53 scientific papers ranging from watershed effects of grazing and fire to foraging habits of rangeland wildlife.

*Teaching* – 13 significant workshops and university courses directly related to rangeland ecology and management were designed and presented by Rangeland Center faculty. Rangeland Center members also participated in more than 20 workshops/projects to facilitate understanding of rangelands. Rangeland center faculty also offered six university courses for those seeking degrees or certificates related to rangeland ecology, management, and restoration.

*Service* – Center members served rangeland stakeholders in many ways to provide information about rangelands to individuals and organizations. At least 9 specific service projects were conducted in FY2015. The service projects involved Rangeland Center members serving as rangeland experts on working groups or committees engaged in land management. The groups we served include the Nature Conservancy, Bureau of Land Management, Idaho Rangeland Resource Commission, Idaho Cattle Association, and County Commissioners for Owyhee and other Counties throughout Idaho. We also assisted the Idaho FFA organization to present career development events for Idaho high school students.

Rangelands are vast natural landscapes that cover nearly half of Idaho. Rangelands account for over 26 million acres in Idaho (48%). Our ability to serve current and future generations of Idaho citizens will be influenced by our understanding of rangelands because these lands are vital to the ecological and economic health of Idaho. The innovative design of the Rangeland Center promotes active partnerships with individuals, organizations and communities who work and live on the vast landscapes known as rangelands. The Rangeland Center is a group of 34 researchers and outreach specialists in the College of Natural Resources and the College of Agricultural and Life Sciences. Our expertise covers several disciplines that affect rangeland management and conservation including grazing, rangeland ecology, entomology, soil science, economics, rural sociology, fish and wildlife resources, invasive plants, forage production, animal science, wildland fire, restoration, and the use of spatial technologies to manage rangelands. Our research and outreach efforts are aimed at creating science and addressing rangeland problems.

The collaborative and interdisciplinary emphasis of the Rangeland Center was recognized in FY2015 when the Center was asked to represent the University of Idaho in a collaboration with The Nature Conservancy and the Wood River Land Trust to develop the Rock Creek Ranch near Hailey, ID. This 10,400 acre working ranch will provide a sustainable rangeland research and education facility to examine interactions among ranching, recreation, and conservation. The ranch will be home to a one of a kind collaborative partnership for important research on contemporary ranching and conservation practices.

In FY2015, members of the Rangeland Center continued work on a long-term research project in collaboration with the Idaho Bureau of Land Management (BLM), Idaho Dept. of Fish and Game, the Public Lands Council, and other organizations to examine the effects of spring grazing on sage-grouse habitat and nesting success. We completed an important project defining the effects of livestock grazing on wildland fuel in sagebrush steppe ecosystems. This project was conducted collaboratively with the Natural Resources Conservation Service, Idaho Rangeland Resource Commission, Owyhee Rural Fire Protection Association, and the Owyhee Sage-grouse Local Working Group. Researchers also completed a collaborative project with Idaho BLM that examined the impacts of wild horses on riparian areas. Rangeland Center researchers also increased efforts in vegetation monitoring to track ecosystem changes resulting from plant invasion and climate change in sagebrush steppe and aspen woodlands.

The signature workshops offered by the Rangeland Center are the Rangeland Fall Forum held in October and the Idaho Range Livestock Symposium held in May. These events are designed to promote innovation and provide actionable information to land managers. Both of these events include a 1-day field tour where participants can view science and conservation projects underway. The Fall Forum in 2015 was entitled “Fuel – Fire – Future” and focused on managing fuel loads and living with wildland fires. The Range Livestock Symposium in 2016 was entitled “Integrating the Needs of Animals, Rangelands, and People” and was attended by over 120 people at four sites across Idaho where the symposium was conducted.

The Rangeland Center was actively involved in providing reliable information to land managers through the Journal of Rangeland Applications (<http://thejra.info>), the Rangelands Partnership (<http://globalrangelands.org>), and the Rangeland Center Digital Collection (<http://digital.lib.uidaho.edu/cdm/search/collection/rangeoll>) all in partnership with the UI Library. In addition, we initiated a new information series called Rangeland FAQs with the first issue entitled “How Can the Endangered Species Act Affect Rangeland Activities?” We also worked with the Society for Range Management to present a series of webinars on targeted grazing (<http://targetedgrazing.wordpress.com>). A collaboration with the Range Science Education Council resulted in an open-access resource for rangeland vegetation assessment available online (<http://rangeveg.wordpress.com>).

In 2015, the Rangeland Center initiated a strategic plan revision that began with listening sessions at six locations across Idaho. We asked participants about the challenges rangeland managers will face in the next decade. The topics identified were centered on the following focus areas: Fire/Fuels/Invasive Plant Species and Restoration; Rangeland Uses (including grazing, recreation, and energy development, etc.); Rangeland Wildlife; Rangeland Watershed Management (i.e., water quantity and quality); and the Implications of a Changing Climate to Rangelands. Rangeland Center members and Partners Advisory Council are working to assess action areas for Rangeland Center projects to emphasize in the next decade.

**Part II – Performance Measures**

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>Goal 1</b>						
<i>Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.</i>						
<u>Performance Measure:</u> Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities. <u>Indicator:</u> number of in-state workshops and presentations given.						
Experimental Forest	actual	10	11	12	12	-----
	benchmark	12	12	12	12	12
Policy Analysis Group	actual	8	13	7	8	-----
	benchmark	12	12	12	12	12
Pitkin Forest Nursery	actual	22	20	20	20	-----
	benchmark	20	20	20	20	20
Rangeland Center	actual	5	7	22	6	-----
	benchmark	2	2	2	2	2

**WORKSESSION  
OCTOBER 19, 2016**

**Special Programs – Forest Utilization Research**

**Performance Measurement Report**

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<p><u>Performance Measure</u>: 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. <u>Indicator</u>: number of research studies completed per year.</p>						
Experimental Forest	actual	4	5	4	5	-----
	benchmark	3	3	3	3	3
Policy Analysis Group	actual	16	14	10	10	-----
	benchmark	10	10	10	10	10
Pitkin Forest Nursery	actual	12	10	5	11	-----
	benchmark	10	10	10	10	10
Rangeland Center	actual	5	17	20	17	-----
	benchmark	8	8	8	8	8
<p><u>Performance Measure</u>: An accounting of projects recognized and given credibility by external reviewers through licensing, patenting, publishing in refereed journals, etc. <u>Indicator</u>: number of refereed journal articles.</p>						
Experimental Forest	actual	4	5	4	5	-----
	benchmark	4	4	4	4	4
Policy Analysis Group	actual	2	2	2	3	-----
	benchmark	2	2	2	2	2
Pitkin Forest Nursery	actual	5	5	5	5	-----
	benchmark	5	5	5	5	5
Rangeland Center	actual	2	3	3	2	-----
	benchmark	2	2	2	2	2
<b>Goal 2</b>						
<i>Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.</i>						
<p><u>Performance Measure</u>: 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. <u>Indicator</u>: number of new research projects per year</p>						
Experimental Forest	actual	11	11	7	7	-----
	benchmark	4	4	4	4	4
Policy Analysis Group	actual	4	4	2	9	-----
	benchmark	2	2	2	2	2
Pitkin Forest Nursery	actual	5	5	5	5	-----
	benchmark	5	5	5	5	5
Rangeland Center	actual	3	3	4	2	-----
	benchmark	2	2	2	2	2
<b>Goal 3</b>						
<i>Engage students in a transformational experience of discovery, understanding, and global citizenship.</i>						
<p><u>Performance Measure</u>: Number and diversity of courses that use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students. <u>Indicator</u>: number of courses using FUR funded projects, facilities or equipment during instruction.</p>						
Experimental Forest	actual	-	-	-	10	-----
	benchmark	N/A	N/A	N/A	10	10
Policy Analysis Group	actual	-	-	-	6	-----
	benchmark	N/A	N/A	N/A	3	3

**WORKSESSION  
OCTOBER 19, 2016**

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
Pitkin Forest Nursery	actual	-	-	-	5	-----
	benchmark	N/A	N/A	N/A	5	5
Rangeland Center	actual	-	-	-	5	-----
	benchmark	N/A	N/A	N/A	5	5

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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**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
General Fund	\$1,336,900	\$1,348,700	\$1,505,600	\$1,550,100
Unrestricted Current	<u>\$487,800</u>	<u>\$554,400</u>	<u>\$625,000</u>	<u>\$405,500</u>
<b>Total</b>	<b>\$1,824,700</b>	<b>\$1,903,100</b>	<b>\$2,130,600</b>	<b>\$1,955,600</b>
<b>Expenditure</b>	<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2015</b>	<b>FY 2016</b>
Personnel Costs	\$331,900	\$339,200	\$331,500	\$297,500
Operating Expenditures	\$12,900	\$13,800	\$14,400	\$15,400
Capital Outlay	\$5,400	\$0	\$5,400	\$0
Trustee/Benefit Payments	<u>\$1,114,100</u>	<u>\$1,125,300</u>	<u>\$1,160,900</u>	<u>\$1,222,800</u>
<b>Total</b>	<b>\$1,464,300</b>	<b>\$1,478,300</b>	<b>\$1,512,200</b>	<b>\$1,535,700</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Number of Program Applicants	46	30	52	39
Number of Program Applicants Accepted	8	8	8	8
Number of Graduates (since program's inception)	206	214	223	231

**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 9 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 9 IDEP graduates actively serving in the military as dentists.



**WORKSESSION  
OCTOBER 19, 2016**

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. Two IDEP students this year graduated #1 and #2 out of 85 students.

**Part II – Performance Measures**

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>Goal 1</b>						
<i>Provide access to a quality dental education for qualified Idaho Residents</i>						
1. Dental education opportunities for Idaho residents comparable to other states: • Contract for at least 8 Idaho residents per year	actual	Creighton University	Creighton University	Creighton University	Creighton University	-----
	benchmark	<i>Contract in Place Creighton University or other accredited dental school</i>	<i>Contract in Place Creighton University or other accredited dental school</i>	<i>Contract in Place Creighton University or other accredited dental school</i>	<i>Contract in Place Creighton University or other accredited dental school</i>	<i>Contract in Place Creighton University or other accredited dental school</i>
2. First Time Pass Rate of National Dental Boards Part I*	actual	100%	100%	100%	100%	-----
	benchmark	>70%	>70%	>70%	>90%	>90%
3. First Time Pass Rate of National Dental Boards Part II*	actual	100%	100%	100%	100%	-----
	benchmark	>70%	>70%	>70%	>90%	>90%
4. 1 <sup>st</sup> time pass rate on Clinical Board Examination necessary to obtain dental license	actual	100%	100%	100%	100%	-----
	benchmark	>90%	>90%	>90%	>90%	>90%
5. Provide additional opportunities for Idaho residents to obtain a quality dental education** • Number of students in the program	actual	8	8	8	8	-----
	benchmark	<i>Increase number of students per year from 8 to 10</i>	<i>Increase number of students per year from 8 to 10</i>	<i>Increase number of students per year from 8 to 10</i>	<i>Increase number of students per year from 8 to 10</i>	<i>Increase number of students per year from 8 to 10</i>
<b>Goal 2</b>						
<i>Maintain some control over the rising costs of dental education</i>						
6. Provide the State of Idaho with a competitive value in educating Idaho Dentists*** • Cost per student compared to national average	actual	34%	34%	33%	33%	-----
	benchmark	<50% national average	<50% national average	<50% national average	<50% national average	<50% national average
<b>Goal 3</b>						
<i>Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.</i>						
7. IDEP graduates returning to Idaho to practice****	actual	60%	50%	60%	67%	-----
	benchmark	>50	>50%	>50%	>50%	>50%

### 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. They 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. We were able to reduce the administrative cost of the contract with Creighton from 24% to 9%.
- \*\*\* 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 \$147,262 in 2016. The IDEP cost per student for 2016 was \$47,991 (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 8 IDEP students graduated from Creighton. 2 of the 8 graduates in 2016 are furthering their education through post-graduate residency programs and may return to Idaho at the completion of their residency training. 4 of the 6 graduates entering private practice have returned to Idaho. 5 previous IDEP graduates that were either in residency programs or practicing outside of Idaho have 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.

#### For More Information Contact

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**Part I – Agency Profile**

**Agency Overview**

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. The agency is staffed by about ten state-funded FTEs and 15-20 externally funded temporary and part-time employees.

Members of the Idaho Geological Survey staff acquire geologic information through field and laboratory investigations and through cooperative programs with other governmental and private agencies. The Idaho Geological Survey's geologic mapping program is the primary applied research function of the agency. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps. Other main Idaho Geological Survey programs include geologic hazards, hydrology, mining, abandoned and inactive mines inventory, and earth science education outreach. Demand is expected to increase for geologic information related to population growth, minerals, energy, water resources, landslides, and earthquakes.

**Core Functions/Idaho Code**

Idaho Code Title 47, Chapter 2, defines the authority, administration, advisory board members, functions and duty of the Idaho Geological Survey. The section contents:

- **Section 47-201:** Creates the Idaho Geological Survey to be administered as special program at the University of Idaho. Specifies the purpose as the lead state agency for the collection, interpretation and dissemination of geologic and mineral information. Establishes a survey advisory board and designates advisory board members and terms.
- **Section 47-202:** Provides for an annual meeting of the advisory board, and location of the chief office at the University of Idaho. Specifies the director of the Idaho Geological Survey report to the President of the University through the Vice President for Research. Specifies for the appointment of a state geologist.
- **Section 47-203:** Defines the duty of the Idaho Geological Survey to conduct statewide studies in the field and in the laboratory, and to prepare and publish reports on the geology, hydrology, geologic hazards and mineral resources of Idaho. Provides for establishment of a publication fund. Allows the Survey to seek and accept funded projects from, and to cooperate with, other agencies. Allows satellite offices at Boise State University and Idaho State University.
- **Section 47-204:** Specifies the preparation, contents, and delivery of a Survey Annual Report.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
General Fund	\$701,200	706,900	817,240	\$824,200
<b>Total</b>	<b>\$701,200</b>	<b>\$706,900</b>	<b>\$817,240</b>	<b>\$824,200</b>
<b>Expenditures</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Personnel Costs	\$618,936	\$573,945	\$694,821	\$745,726
Operating Expenditures	\$19,478	\$87,772	\$48,690	\$65,898.52
Capital Outlay	\$62,786	\$45,183		\$12,575.48
			\$73,729	
Trustee/Benefit Payments	0	0	0	0
<b>Total</b>	<b>\$701,200</b>	<b>\$706,900</b>	<b>\$817,240</b>	<b>\$824,200.00</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Square Miles of Geological Mapping	1029	427	267	467
Number of Educational Programs for Public Audiences	15	20	9	19
Number of Geologic Reports	18	18	14	10
Number of Geologic Presentations	9	15	24	9
Number of Website Viewers (no robot searches)	255,661	434,076	438,955	398,400
Number of Grants and Contracts	12	12	7	7

**Performance Highlights**

- Externally funded grant awards have increased for the last three fiscal years.
- The number of IGS website downloads has progressively increased over the last three fiscal years. The IGS has over 1000 publications and maps available for public download and also has an active point-of-sales office at the Moscow campus.
- The Director of IGS had a 45 minute one-on-one meeting with Governor Otter last year and the Governor approves of the direction, vision and changes that the Survey is currently taking.
- A petroleum geology research program has been recently added to the IGS and a petroleum geologist from Exxon Mobil has been hired last year to address the state's newly discovered oil, natural gas and liquid condensate resources in southwestern Idaho.

**Part II – Performance Measures**

<b>Performance Measure</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>Current Year</b>	
<b>Goal 1</b>						
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).						
1. Number of Publications on Geology/Hydrology/Hazards/Mineral Resources Goal 1. Objective 1	actual	38	32	27	39	-----
	benchmark	45	45	35	35	37
2. Number of Website Products Delivered/Used Goal 1. Objective 2	actual	182,442	132,454	157,540	185,635	-----
	benchmark	201,463	201,463	180,000	180,000	191,709
<b>Goal 2</b>						
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.						
3. Cumulative Percent of Idaho's Area Covered by Modern Geologic Mapping Goal 2. Objective 1	actual	36.2	36.6	36.9	37.4	-----
	benchmark	36.4	36.4	36.4	36.4	37.8
4. Externally Funded Grant and Contract Dollars Goal 2. Objective 2:	actual	\$874,357	\$371,023	\$382,101	\$498,034	-----
	benchmark	531,085	531,085	531,085	\$531,085	457,794

### Performance Measure Explanatory Notes

- Performance Measure 1. Goal 1. Objective 1: Raised from 27 in FY15 to 39 in FY16
- Performance Measure 2. Goal 2. Objective 1: Cumulative Mapping of Idaho has increased from 36.9% to 37.4%
- Performance Measure 3. Goal 2. Objective 2: Raised from \$382,101 in FY15 to \$ 498,034 in FY16
- Performance Measure 4. Goal 1. Objective 2: Raised from 157,540 in FY15 to 185,635 in FY16
- Number of visits to Web Map Application site (11,066) (App went live in May 2014)
- Previous “Actual” reported website products delivered in FY13 were shown incorrectly at 359,100 and included “robot” searches. The “non-robot” and “actual” downloads from the IGS website in FY13 is corrected in the table above to show a more accurate and representative number of 182,442 downloads. (previous director computations have been reconciled in this document).

IGS Grants and Contracts FY 2016

*Additional Geologic Mapping and Study of Hydrothermal Alteration, Mineralization and Geochronology in and near Stibnite Mining District, Idaho:* V.S. Gillerman and R.S. Lewis (Midas Gold Corporation July 2014- June 2016, \$70,000).

*Cooling in Fractured Geothermal Reservoirs: Software Tools:* J.A. Welhan, co-PI (DOE-INL LDRD, October 2012-September 2015, \$524,000).

*Data Preservation 8:* R.S. Lewis (U.S. Geological Survey, August 2015-August 2016, \$22,025).

*Geologic Mapping in the Rexburg, Boise-Weiser, and Salmon Areas:* R.S. Lewis, W.M. Phillips, D.M. Feeney (U.S. Geological Survey STATEMAP Program, June 2015 - May 2016, \$133,584).

*Geologic Mapping in the Rexburg, Weiser, and Salmon areas:* R.S. Lewis, W.M. Phillips, and D.M. Feeney (U.S. Geological Survey STATEMAP Program, June 2016- May 2017, \$167,755).

*Idaho Department of Lands Abandoned Mine Lands Project, Task 3:* R.S. Lewis (Idaho Department of Lands, December 2014-February 2017, \$122,560).

*Recruiting and Retaining Native American Students in the Geosciences:* J.A. Welhan (subcontract to ISU, NSF, December 2011-August 2016, \$17,122)

*Seismic Site Class and Liquefaction Susceptibility Study of Portions of Kootenai County, Idaho:* W.M. Phillips and L.R. Stanford (Boise State University, March 2015 – August 2015, \$11,219).

*Smith Ferry 7.5' Quadrangle Geologic Mapping:* R.S. Lewis and W.M. Phillips (Idaho Transportation Department, May 2015 – January 2017, \$45,000).

*Surficial and Bedrock Mapping of Burnt Log Road Corridor:* V.S. Gillerman and R.S. Lewis (Midas Gold, Inc., June 6, 2016 – September 30, 2017, \$ 27,277).

*USGS Geological Survey FY2014 Data Preservation Program:* R.S. Lewis (United States Geological Survey, September 2014-September 2015, \$15,150).

*USGS Geological Survey FY2015 Data Preservation Program:* R.S. Lewis (United States Geological Survey, September 2015-September 2016, \$22,025).

#### For More Information Contact

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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.

Pursuant to **§33-3012**, Idaho Code, the State Board of Education establishes the Idaho State Museum of Natural History.

### **Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
General Fund	\$452,500	\$476,600	\$503,900	\$486,000
<b>Total</b>	<b>\$452,500</b>	<b>\$476,000</b>	<b>\$503,900</b>	<b>\$486,000</b>
<b>Expenditures</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Personnel Costs	\$438,700	\$441,600	\$440,600	\$437,418
Operating Expenditures	\$13,800	\$14,900	\$13,800	\$48,582
Capital Outlay	\$0	\$20,100	\$49,500	\$0
<b>Total</b>	<b>\$452,500</b>	<b>\$476,600</b>	<b>\$503,900</b>	<b>\$486,000</b>

### **Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013*</b>	<b>FY 2014*</b>	<b>FY 2015</b>	<b>FY 2016</b>
Number of General Public Visitors	6,030	9,147	6,448	7,958
Number of Educational Programs for Public Audiences	64	45	47	58
Number of K12 Students on Class Tours	581*	770*	1,765	1,998
Number of Outreach Visits to Idaho Schools	86	11*	69	30
Number of K12 Students Visited for Outreach Visits to Idaho Schools	3,523	606*	2,336	965
Number of K12 and Adult Tours	19	35*	65	74
Number of Community Events	**	**	6	13
Number of General Public Visitors at Community Events	**	**	12,323	34,479

**WORKSESSION  
OCTOBER 19, 2016**

Digital Outreach Audience (Social Media & Web Resources)	**	**	179,058	674,482
Exhibitions Mounted	16	3	3	11
Number of Traveling Exhibit Visitors (# shows)	0	0	500,000 (2)	137,000 (2)
Loans from Collections	32	16	18	10
Visiting Scientists	16	38	24	23
Volunteer Hours	1926	1737.75	906.5	993.25

\* 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**

The Museum has greatly expanded its reach in the last two years through the Buzzsaw of Idaho traveling exhibit and its increasing presence through web and social media channels. Proceeds from renting our exhibit fund an active in-house exhibits schedule, which have resulted in increased visitation to our gallery and participation in events and programs here at IMNH. Next year's objectives will secure funding for free bus travel to encourage greater numbers of K12 class visitation.

**Part II – Performance Measures**

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>Goal 3</b>						
<i>Be a Leader in Idaho's K-12 STEM education</i>						
1. Fund travel for K-12 student visitation to museum <i>Objective 3.2</i>	actual	\$0	\$0	\$0	\$500	-----
	benchmark	N/A	N/A	N/A	\$2,000	\$2,000
<b>Goal 4</b>						
<i>Museum Development</i>						
2. Host fundraisers and benefits <i>Objective 4.1</i>	actual	0	0	0	1	-----
	benchmark	N/A	N/A	N/A	2	2
3. E-newsletter subscribers <i>Objective 4.1</i>	actual	0	0	0	390	-----
	benchmark	N/A	N/A	N/A	250	<i>Increase each year</i>

<b>Goal 5</b>						
<i>Invest in new collections-based research</i>						
4. Build new digital collections in partnership with other Idaho institutions <i>Objective 5.1</i>	actual	6,712	8,755	4,978	5,457	-----
	<i>benchmark</i>	N/A	>6,712	>8,755	>4,978	<i>Increase each year</i>

**Performance Measure Explanatory Notes**

The Museum has increased the number and impact of exhibits, with 5-6 new exhibits planned each year, half made by IMNH and half rented from other institutions. By staggering release and duration of exhibits, we are driving increased attendance to the museum by offering a new experience every two months. Our success this year with increased admissions and store sales has allowed us to increase our marketing budget to our community and, importantly, to out-of-region drivers along the I-15 corridor. Garnering external funds through donations will be a major focus of the next two years.

\* 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.

\*\* Decrease in number due to data not available for educational programs from July 2013 – January 2014.

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## Part I – Agency Profile

### Agency Overview

The Idaho Small Business Development Center (Idaho SBDC) was established in 1986 as a partnership between the U.S. Small Business Administration, the State of Idaho, and institutions of higher education. The Idaho SBDC provides no-cost business consulting and affordable training to help entrepreneurs and small business owners start and grow successful businesses. Nationally, as in Idaho, over 70% of net new jobs are being created by the small business sector.

The Idaho SBDC is a network of business consultants and trainers that operates under the umbrella of the state's colleges and universities. Boise State University's College of Business and Economics serves as the State Office with administrative responsibility for directing the type and quality of services across the state. Regional offices in the following locations are funded under sub-contracts with the host institutions.

North Idaho College – Post Falls  
Lewis-Clark State College - Lewiston  
Boise State University – Boise and Nampa  
College of Southern Idaho - Twin Falls  
Idaho State University - Pocatello  
Idaho State University - Idaho Falls

The Idaho SBDC also manages two business accelerators – one in Nampa and one in downtown Boise. The accelerators are physical locations that provide space and programs to help early-stage companies accelerate their growth.

### Core Functions/Idaho Code

Pursuant to Title 15 U.S.C. § 648 authorizes the State Board of Education to outline requirements in order to provide assistance towards small business development.

The Idaho Small Business Development Center has two basic functions—coaching/consulting and training.

Coaching/Consulting - The Idaho SBDC provides confidential, no-cost, individualized business consulting and coaching to help small business owners and entrepreneurs increase their knowledge, skills, and abilities for running a successful business. Primary consulting is accomplished with a small core staff of professionals, most with advanced degrees and five years or more of small business ownership/management experience. Business coaching/consulting is designed to provide in-depth business assistance in areas such as marketing, finance, management, production and overall business planning. The Idaho SBDC allocates sufficient resources to positively impact the individual small business' operation, a goal currently defined as 8.5 hours per consulting case.

Faculty and students at each institution expand the Center's knowledge and resource base and provide direct assistance in appropriate cases working directly with business owners and entrepreneurs on specific projects. The students are provided the opportunity, under the direction of professional staff and faculty, to apply classroom learning in real-world situations. 'Real-world' laboratory experience for our college and university faculty and students provides long-term benefits to the business community and helps the academic institutions remain current on needs, problems, and opportunities of Idaho's business sector.

The Idaho SBDC also provides low-cost, non-credit training to improve business skills. Workshops, primarily directed at business owners, are typically 2 – 4 hours in length and attended by 10 – 25 participants. Training covers topics such as marketing, accounting, management, finance, social media, etc. A variety of faculty, staff and private sector experts are used to ensure timely, useful material is presented by a subject-matter expert. A standard training format allows the Idaho SBDC to provide consistent, cost-effective training throughout the state.

### Revenue and Expenditures

**WORKSESSION  
OCTOBER 19, 2016**

**Special Programs – Small Business Development Centers Performance Measurement Report**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Revenue	\$247,500	\$248,800	\$260,500	\$567,700
<b>Total</b>	<b>\$247,500</b>	<b>\$248,800</b>	<b>\$260,500</b>	<b>\$567,700</b>
<b>Expenditures</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Personnel Costs	\$42,210	\$41,500	\$39,683	\$559,700
Operating Expenditures*	\$205,290	\$207,300	\$220,817	\$8,000
Capital Outlay	0	0		0
Trustee/Benefit Payments	0	0		0
<b>Total</b>	<b>\$247,500</b>	<b>\$248,800</b>	<b>\$260,500</b>	<b>\$567,700</b>

\*Contracts with other universities for personnel costs were changed from Operating to Personnel for FY16

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Number of Small Businesses Receiving Consulting	1,746	1,666	1,579	1,597
Average Hours of Consulting Per Client	10.8	9.9	11.8	10.9
Number of Small Businesses Trained	2,584	2,510	2,296	3,042
Number of Consulting Hours (annual)	18,809	16,653	18,684	13,903

**Performance Highlights**

**Goal 1: Maximum Client Impact**

- Sent 2 people to business model canvas training. Each was charged with teaching others in the network and using it to deliver services to clients. This brings the total trained to 11.
- Established processes and metrics to establish long-term relationships with clients to have a bigger positive impact on their businesses.
- Integrated procurement assistance services of the Idaho PTAC into the SBDC.
- All offices have increased partnerships this year.
- Continued to use the tech team, led by the Technology Commercialization Program Director and including 6 staff with expertise in technology, to serve clients interested in commercializing a technology
- Renewed grant to assist companies with obtaining government research and development grants
- Served 126 technology companies and 52 companies with international trade

**Goal 2: Increase brand awareness with stakeholders and the target market.**

- Changed the Idaho SBDC logo to reflect the national logo. Updated all collateral to reflect the new logo. Also printed a booklet with client success stories.
- Updated the website with the new logo and colors and simplified the entry point for entrepreneurs and small business owners.
- Continue to maintain strong partnerships and visibility in each of the regions through attending meetings, doing presentations, sending electronic newsletters and maintaining contact with economic development professionals.
- Strengthened our partnership with TechHelp doing joint client work, referrals, workshops and projects.
- Created awareness of the SBDC and client success through a 30<sup>th</sup> year anniversary luncheon on February 23, 2016 with over 150 people attending. See client success stories on the Idaho SBDC YouTube channel at <https://www.youtube.com/channel/UCo87FNsl03UxUjgC0LhIznw/videos>

**Goal 3: Increase Resources**

- Student teams and volunteers helped 158 clients and provided over 14,000 hours of assistance during calendar year 2015.
- Brought in over \$400,000 in additional grants, and sponsorships

**Goal 4: Organizational Excellence**

**WORKSESSION  
OCTOBER 19, 2016**

- Met SBA goals for calendar year 2015
- Updating the consulting certification process, integrating a new employee orientation, and moving it online.
- Leadership team has conference calls every month and the whole network gets together for professional development twice per year
- Combined leadership of two offices under one Regional Director to provide more seamless services to small business clients

**Part II – Performance Measures**

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>Goal 1 – Maximum Client Impact</b>						
1. Average Sales Growth of SBDC Clients as a Percent of Sales Growth of All Idaho Small Business Sales Growth <sup>1</sup>	actual	650%	193%	282%	400%	-----
	benchmark	300%	300%	300%	300%	<i>Deleting this metric and using sales increase (#4)</i>
2. Capital raised by clients	actual	\$3,619,009	\$2,994,900	\$26,074,346	\$25,517,400	-----
	benchmark	\$25,000,000	\$23,000,000	\$25,000,000	\$26,000,000	\$27,000,000
3. Client sales increase (new metric)	actual	N/A	N/A	N/A	N/A	-----
	benchmark					\$30,220,000
4. New Business Started <sup>2</sup>	actual	89	83	100	83	-----
	benchmark	72	70	70	72	72
5. Total SBDC Client Employment Growth – new jobs <sup>1</sup> (also applies to <i>Increased Resources</i> goal) – Jobs created	actual	1,025	841	893	803	-----
	benchmark	500	500	500	546	<i>590 (this will be jobs created)</i>
<b>Goal 2 – Strong Brand Recognition</b>						
6. # training hours (attendees x # of hours of training) new metric	actual	N/A	N/A	N/A	N/A	-----
	benchmark					5,000
7. Increase in website usage (new metric)	actual	N/A	N/A	N/A	N/A	-----
	benchmark					20%
<b>Goal 3 – Increased Resources</b>						
8. Hours from volunteers and student teams <sup>2</sup>	actual	N/A	N/A	8,000	14,600	-----
	benchmark			3,200	3,500	5,000
<b>Goal 4 – Organizational Excellence</b>						
9. ROI (Return on Investment) - Additional Taxes Paid/Total Cost of the Idaho SBDC Program <sup>1</sup>	actual	3.2	2.12	5.89	6.99	-----
	benchmark	3.0	3.0	3.0	3.0	4.0
10. Customer Satisfaction Rate (% of ratings of very good and excellent) <sup>1</sup>	actual	4.41	4.72	4.53	4.4	-----
	benchmark	4.5	4.5	4.5	4.5	<i>90% (using a new survey)</i>



### Performance Measure Explanatory Notes

<sup>1</sup> *Economic Impact of Small Business Development Center Counseling Activities in Idaho: 2014- 2015*, James J. Chrisman, Ph.D.

<sup>2</sup> Client reported and verified data from Center IC Management Information System for calendar year 2015

Changes for next year:

We are in the process of aligning the strategic plan and associate metrics with the Idaho SBDC Scorecard. The following changes will be made to the metrics for next year:

- Delete metrics 1 and 2
- Replace metrics 1 and 2 with Client sales increase
- #6, Total employment will be new jobs
- Add #7 training hours
- Change satisfaction rating to new survey with goal of 90%

#### For More Information Contact

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## **Part I – Agency Profile**

### **Agency Overview**

In 1993, the Idaho Department of Commerce convened 45 representatives of economic development groups who supported the manufacturing extension center concept. In 1994, the Governor and ten key economic development entities pledged support for manufacturing extension by signing Idaho’s Technology Partnership Agreement. Approval to establish “TechHelp” within the National Institute of Standards and Technology (NIST) Manufacturing Extension Partnership (MEP) was granted in late 1995. In 1996, TechHelp was established at Boise State University and the first director and field engineer were appointed.

Today, TechHelp is a partnership of Idaho’s three state universities and an affiliate of the NIST MEP (Manufacturing Extension Partnership) system. It is also Idaho’s Economic Development Administration University Center, targeting economically distressed areas of Idaho. TechHelp specialists have access to cutting-edge knowledge through links to local universities and to a national network of over 1300 manufacturing specialists through the MEP system.

TechHelp’s eight manufacturing specialists operate out of offices in Boise, Twin Falls, Post Falls, and Pocatello. TechHelp’s primary mission is to provide technical assistance, training, and information to strengthen the competitiveness of Idaho manufacturers through product and process innovation. TechHelp provides internships to students at the College of Engineering’s New Product Development (NPD) Lab at Boise State University (BSU), to BSU College of Business and Economics students, to Idaho State University College of Business students and to University of Idaho College of Engineering students. Internships give university students the opportunity to gain real world experience with innovative Idaho companies and expose Idaho companies to talented young professionals looking to enter the state’s workforce.

### **TechHelp Advisory Board**

TechHelp’s Executive Director and its Advisory Board report to the Dean of the BSU College of Business & Economics. The TechHelp Advisory Board is made up of representatives from private industry, education, and government. TechHelp Board bylaws state that a full board consists of 9 - 11 members; at least seven of whom represent manufacturing and two from the public sector. The TechHelp Executive Director appoints non-voting members with approval of the Board.

### **TechHelp Partners**

TechHelp works with state and federal partners, listed below, to meet its mission of assisting Idaho manufacturers. The Center also works with local groups such as chambers of commerce and economic development organizations to stay abreast of community development issues and meet the needs of Idaho companies.

<b>Partnership</b>	<b>Center Role</b>	<b>Required/Desired of Center</b>
U.S. National Institute of Standards & Technology Manufacturing Extension Partnership, NIST MEP	MEP Center	Assist manufacturers in Idaho to focus on growth and innovation strategies to be more competitive.
U.S. Economic Development Administration	EDA University Center	Leverage university capabilities to provide best-practice assistance to manufacturers in remote and distressed areas of Idaho.
State of Idaho	Manufacturing Economic Development	Support <i>Accelerate Idaho</i> mission and goals by serving manufacturers in Idaho with on the job training and technical assistance methodologies to drive revenue growth, investment, cost savings and jobs.
Idaho State Universities (Boise State University, University of Idaho, Idaho State University)	Contracted Partners (statewide outreach program for economic development)	Build universities’ reputation for expert, capable outreach through professional development activity, training and internships.
Idaho SBDC	Informal Partnership	Cross-referrals and delivery of services

**WORKSESSION  
OCTOBER 19, 2016**

Idaho Department of Commerce	Idaho District Export Council	Collaborate with Idaho District Export Council on Export Excellence, Idaho's ExporTech program. Cross-referrals of small manufacturers needing product and process assistance
Idaho Department of Labor	Workforce Development Training	Provide Idaho workers with on-the-job training in advanced manufacturing skills
Idaho Department of Agriculture	Export Excellence Program, Lean Manufacturing, Food Safety Program	Cross-referrals and delivery of services for statewide export, lean, and food safety programs with individual companies in rural regions across Idaho
Idaho Department of Environmental Quality	Informal Partnership, E3 program	Operational Excellence and E3 (Economy-Energy-Environment) Excellence programs, cross-referrals and delivery of services; collaborate on manufacturing company projects

**Core Functions/Idaho Code**

TechHelp helps Idaho manufacturers primarily through one-on-one training and technical assistance services inside the companies. This company interaction ranges from major collaborative projects, which usually address fundamental challenges facing the companies, to smaller "value-added" projects, which typically bring a specific improvement to some aspect of company operations. TechHelp also hosts workshops and seminars statewide focusing on topics that impact Idaho manufacturers.

TechHelp's team of experts provides personalized solutions in the following areas of manufacturing.

- **Growth and Innovation, NPD**
  - Design Thinking, Business Model Canvas, Export Excellence
  - New Product Development
    - Product Design, Prototyping & Testing
    - Design for Manufacturability
- **Operational Excellence**
  - Lean Manufacturing
  - Lean Six Sigma Green Belt
  - Lean Enterprise Certificate Program
  - Lean Manufacturing for the Food Industry
- **Food & Dairy Processing**
  - Lean Office, Lean Enterprise
  - Quality Systems, ISO, Six Sigma
  - Food Safety
  - Food Safety and Hazard Analysis & Critical Control Points (HACCP)
  - Global Food Safety Initiative (GFSI)
  - Food Safety Modernization Act (FSMA) Audit Preparation

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
General Fund	\$143,900	\$144,900	\$150,400	\$155,100
<b>Total</b>	<b>\$143,900</b>	<b>\$144,900</b>	<b>\$150,400</b>	<b>\$155,100</b>
<b>Expenditures</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Personnel Costs	\$0	\$0	\$0	\$0
Operating Expenditures	\$0	\$0	\$0	\$0
Capital Outlay	\$0	\$0	\$0	\$0
Trustee/Benefit Payments	\$143,900	\$144,900	\$150,400	\$155,100
<b>Total</b>	<b>\$143,900</b>	<b>\$144,900</b>	<b>\$150,400</b>	<b>\$155,100</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Average State Cost Per Client Served	\$992	\$900	\$1184	\$649
Manufacturers Served	179	145	127	239

**WORKSESSION  
OCTOBER 19, 2016**

Geography of Idaho Served (Mfg Co.)				
North Idaho	Not Reported	Not Reported	16%	20%
Southwest Idaho			62%	56%
Southeast Idaho			22%	24%
Size of Companies				
1-19 employees	Not Reported	Not Reported	38%	42%
20-49 employees			27%	25%
50-249 employees			23%	25%
>249 employees			12%	8%

**Performance Highlights (Optional)**

**Part II – Performance Measures**

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>Goal 1</b>						
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.						
1. Number of Jobs Created or Retained <i>Objective 1</i>	actual	160	387	127	334	-----
	benchmark	119	126	132	139 <i>Exceed prior year by 5%</i>	147
2. New and Retained Client Sales <i>Objective 1</i>	actual	1.027B	\$87.0M	\$28.1M	\$169M	-----
	benchmark	\$53.1M	\$55.9M	\$58.8M	\$61.9M <i>Exceed prior year by 5%</i>	\$65.2M
3. Client Cost Savings <i>Objective 1</i>	actual	1.248 M	\$9.0M	\$2.3M	\$2.2M	-----
	benchmark	\$6.6M	\$7.0M	\$7.4M	\$7.7M <i>Exceed prior year by 5%</i>	\$8.1M
4. Client Investments in Improvement <i>Objective 1</i>	actual	5.91 M	\$67.0M	\$3.0M	\$9.8M	-----
<b>Goal 2</b>						
Operational Efficiency – Make efficient and effective use of TechHelp staff, systems, partners and third parties, and Advisory Board members.						
5. Services to Idaho manufacturers: Number of clients surveyed <i>Objective 2</i>	actual	60	58	52	64	-----
	benchmark	53	56	59	61 <i>Exceed prior year by 5%</i>	65
<b>Goal 3</b>						
Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.						
6. Net Revenue from Client Projects <i>Objective 1</i>	actual	\$395K	\$450K	\$355K	\$455K	-----
	benchmark	\$464K	\$489K	\$515K	\$542K <i>Exceed prior year by 5%</i>	\$570K
7. Grant Dollars for Operations & Projects <i>Objective 2</i>	actual	\$724K	\$709K	\$671K	814.2K	-----
	benchmark	\$862.4K	\$907.8K	\$955.6K	\$1,005.9K <i>Exceed prior year by 5%</i>	\$1,059K

Performance Measure Explanatory Notes *(Optional)*

**For More Information Contact**

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**Part I – Agency Profile**

**Agency Overview**

The W-I (Washington-Idaho) Veterinary Medicine Program is administered in Idaho by the Head of the Department of Animal and Veterinary Science, College of Agricultural and Life Sciences, University of Idaho. Originally established in 1974, the W-I Program annually provides 44 Idaho residents with access to a veterinary medical education through a cooperative agreement between the University of Idaho and Washington State University (WSU). The Doctor of Veterinary Medicine (DVM) degree is awarded by Washington State University, College of Veterinary Medicine (WSU/CVM) to students from Idaho. Through the Caine Veterinary Teaching Center (CVTC) in Caldwell, the University of Idaho provides experiential learning opportunities for the majority of the veterinary students who have an expressed interest in production agriculture and who elect rotations at the CVTC.

**Core Functions/Idaho Code**

**Idaho Code § 33-3720. Professional Studies Program:** Authorizes the State Board of Education to enter into contract agreements to provide access for Idaho residents to qualified professional studies programs, including the Washington-Idaho W-I (formerly WOI) Veterinary Medical Education Program [33-3717B (7)]. The original Tri-State [Washington-Oregon-Idaho (WOI)] Veterinary Education Program was authorized by the Idaho Legislature in 1973. The Caine Veterinary Teaching Center (Caine Center) at Caldwell was opened in 1977 as a part of Idaho's contribution to the WOI Program.

The University of Idaho (through the Idaho State Board of Education) contracts with WSU/CVM for admission of 11 new Idaho resident students per year; a total of 44 Idaho resident students are supported in the 4-year program annually by the Idaho contract. In addition, the program provides support for the Caine Veterinary Teaching Center at Caldwell where students in their 4th year of veterinary school participate in the equivalent of 65, one-month clinical rotations specifically related to food animal production medicine. Faculty members at the Caine Center interact with Idaho veterinarians and livestock producers providing education and recommendations concerning animal production, diagnosis and clinical assessment of disease situations.

1. Provide access to veterinary medical education at WSU/CVM for Idaho residents – the current W-I contract reserves 44 seats per year for veterinary medical students with Idaho residency.
2. Assist Idaho in meeting its needs for veterinarians – provide Idaho-trained, Idaho-resident graduate veterinarians to meet annual employment demands for the State.
3. Provide hands-on experiential learning opportunities for senior veterinary students by teaching supplemental core rotations in food animal production medicine and clinical experience, which are offered year-round at the Caine Center in Caldwell.
4. Provide access to referral services for Idaho veterinarians in the areas of food animal production, diagnosis, and clinical evaluation of diseases – a) accept hospital clinical referrals as student teaching cases; b) provide disease diagnostic testing; and c) conduct on-farm disease investigations for herd problems as requested by Idaho veterinarians and livestock producers.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
General Fund	\$1,882,300	\$1,955,800	\$2,051,300	\$2,015,600
<b>Total</b>	<b>\$1,882,300</b>	<b>\$1,955,800</b>	<b>\$2,051,300</b>	<b>\$2,015,600</b>
<b>Expenditures</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Personnel Costs	\$517,100	\$ 520,200	\$ 538,900	\$ 551,900
Operating Expenditures	1,244,300	1,276,500	1,309,300	1,331,700
Capital Outlay	20,900	59,100	103,100	32,000
Trustee/Benefit Payments	100,000	100,000	100,000	100,000
<b>Total</b>	<b>\$1,882,300</b>	<b>\$1,955,800</b>	<b>\$2,051,300</b>	<b>\$2,015,600</b>

**Profile of Cases Managed and/or Key Services Provided**

State of Idaho

**WORKSESSION  
OCTOBER 19, 2016**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Number of Idaho Resident Students Enrolled Each Year	44	44	44	44
Number of One-Month Student Rotations (or equivalent) offered at the Caine Center Per Year	65	65	65	65
Number of Accepted Clinical Hospital Referral Cases	264	276	262	231
Number of Accepted Veterinary Diagnostic Samples (assays performed)	9,842	8,368	6,711	5,108

**Performance Highlights**

The number of Idaho residents and student rotations offered fulfilled the program expectations. The number of referrals and diagnostic cases has diminished due to changes in food animal production economics and diagnostic assay requirements for certification. The reduction in cases and diagnostic samples required a change in the way food animal veterinary medicine is being taught. As announced in January 2016, faculty will be located at University of Idaho food animal facilities in Moscow with connections to the Nancy M. Cummings Research, Education and Extension Center (NMCREEC) in Salmon and to the United States Sheep Experiment Station (USSES) in Dubois. Faculty will also be placed in Twin Falls in order to work in the dairy and beef industry more effectively.

**Part II – Performance Measures**

<b>Performance Measure</b>		<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>Current Year</b>
<b>Goal 1. Education</b>						
1. Senior Veterinary Students Selecting Elective Rotations at the Caine Center. <i>(Goal 1, Objective A)</i>	actual	67	71	54	75	-----
	benchmark	40	40	40	40	40
2. Number/Percentage of Idaho Resident New Graduates Licensed to Practice Veterinary Medicine in Idaho. <i>(Goal 1, Objective A)</i>	actual	9 Students (82%)	6 Students (60%)	4 Students (44%)	9 Students (64%)	-----
	benchmark	7	7	7	7 students (65%)	7
3. Placement of students in NW-BVEP program. <i>(Goal 1, Objective B)</i>	actual				12	-----
	benchmark				12	12
<b>Goal 2. Scholarly and Creative Activity</b>						
4. Number/Dollar Amount of Grants/Contracts by WI Faculty Members. <i>(Goal 2)</i>	actual	8/\$326,332	8/\$235,163	7/\$170,800	5/\$146,800	-----
	benchmark	7/\$300,000	7/\$300,000	7/\$300,000	7/\$300,000	7/\$300,000

\*Washington-Idaho (WIMU) Strategic Plan 2016-2020



## Performance Measure Explanatory Notes

The number of Idaho residents and student rotations offered fulfilled the program expectations. The number of referrals and diagnostic cases has diminished due to changes in food animal production economics and diagnostic assay requirements for certification. The reduction in cases and diagnostic samples required a change in the way food animal veterinary medicine is being taught. As announced in January 2016, faculty will be located at University of Idaho food animal facilities in Moscow with connections to the Nancy M. Cummings Research, Education and Extension Center (NMCREEC) in Salmon and to the United States Sheep Experiment Station (USSES) in Dubois. Faculty will also be placed in Twin Falls in order to more effectively work in the dairy and beef industries.

The primary mission is teaching Supplemental Core Rotations (electives) in Food Animal Medicine at the CVTC. These rotations continue to be popular with senior veterinary students and receive consistently high student evaluations with the focus on individual animal care. WSU CVM though has expressed a strong desire for a more herd/flock-based population approach to some of the training. In order to do so, students will have to have better access to herds/flocks and production records. Diagnostic services and field service activities continued but with a significant reduction in cases and investigations due to limited access to animals and a loss of faculty. Of the five faculty positions assigned to the W-I Program, four positions have been affected by turnover since July 2010 – one due to retirement (July 2010) and three due to resignation (September 2011, December 2012, and July 2013). Two positions have since been filled – a Program Director/Veterinary Scientist (January 2013), and a Clinical Assistant Professor (January 2014) but both left their positions this past year. A change in the approach to teaching was necessary in order to both retain faculty and give students access to animals. The change was announced in January 2016 and is in the process of implementation. The goal is to increase teaching and research capacity of these faculty, meeting the request of WSU CVM while more effectively serving Idaho food animal production.

Students are returning to Idaho to be licensed veterinarians; however, information on type of practice (food animal, small animal, or mixed) is not available at this time. Note a correction in the number of Idaho licensees in FY 2015 due to a delay in reporting last fiscal year. An increased need for food animal rotations are the result of the recent addition of Utah and Montana in the WSU CVM collaboration.



**WIMU** – Washington-Idaho-Montana-Utah Regional Program in Veterinary Medicine  
(Washington State University, University of Idaho, Montana State University, Utah State University)

In 2012, WSU announced a new educational partnership program with Utah State University (USU) at Logan. With this new partnership, the W-I Program became known as the Washington-Idaho-Utah (WIU) Regional Program in Veterinary Medicine. Designed as a “2+2 program”, the Utah students spend their first two years in Logan, and the final two years at WSU in Pullman where, as seniors, they have the opportunity to elect to participate in rotations at the Caine Center. Students accepted to this program earn a DVM degree from WSU College of Veterinary Medicine conferred by the Regents of Washington State University, with joint recognition of Utah State University. The first class of 20 Utah students entered the program at Logan in fall of 2012.

In 2013, Montana State University (MSU) became a fourth partner in what is now known as the Washington-Idaho-Montana-Utah (WIMU) Regional Program in Veterinary Medicine. Montana’s program is designed as a “1+3 program”, where the Montana students spend their first year in Bozeman and the remaining three years at WSU in Pullman. The first DVM class to include MSU students (10) was admitted in fall 2014.

**For More Information Contact**

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## Part I – Agency Profile

### Agency Overview

The Idaho WWAMI Medical Education Program provides Idaho medical students with the opportunity to complete medical school in Idaho, thereby developing their familiarity with the healthcare needs of the State and region, and increasing the likelihood that they will remain in Idaho communities to practice medicine. In 2015, the Idaho WWAMI program, through the University of Washington School of Medicine, launched a new curriculum that allows Idaho residents to spend **all four years in Idaho**. Historically, the WWAMI students would spend their first year at the regional campus and then complete their second year in Seattle on the UW main campus. With this curriculum renewal, the second year content was merged with the first year to create an 18-month model that incorporates an integrated curriculum with enhanced clinical preparation. This 18 month curriculum is called the Foundations Phase. Thirty-five Idaho students have completed the first portion of this new curriculum at the University of Idaho's (UI) Moscow campus. After completing the foundation phase at the University of Idaho, students have the opportunity to complete their 3rd and 4th year clinical training requirements throughout clinical sites Idaho. These clinical rotations are coordinated through the Idaho WWAMI Medical Education Program office in Boise.

The Foundation Phase of the WWAMI Program at UI is directed by Dr. Jeff Seegmiller, EdD who reports to the Provost and Executive Vice President at UI, and also functions as an Assistant Dean of the UWSOM. The WWAMI Medical Education Program office in Boise is directed by Dr. Mary Barinaga, MD, who reports to the Vice Dean for Regional Affairs at UWSOM, and also serves as an Assistant Dean in Idaho. The WWAMI Program at UI employs thirty-two part-time faculty (shared with other academic programs, as well as hospitals and clinics) and five administrative staff. Idaho students admitted to the WWAMI Medical Program are interviewed and selected by the Idaho Admissions Committee, a group of four Idaho physicians appointed by the Idaho State Board of Education, who work in cooperation with the University of Washington School of Medicine Admissions Committee.

The Idaho WWAMI Medical Education Program is committed to helping prepare physicians for medical practice in Idaho, regardless of eventual specialty selection, as well as increasing the number of physicians who choose to practice in rural or underserved areas. There is also a strong commitment to the partnership between excellence in research and teaching in medical education. On average, WWAMI faculty group in Idaho brings in \$5 million each year in biomedical research awards. Cutting-edge research prepares the next generation of doctors to be well-informed and at the forefront of clinical medical practice. The WWAMI faculty at the University of Idaho and our clinical/research faculty in Boise, Pocatello, Jerome, Caldwell, Coeur d'Alene, Idaho Falls, McCall, Sandpoint, Hailey, and other rural training communities are committed to being dynamic teachers and informed biomedical scholars.

In addition, WWAMI program goals include the continued development of humanitarian and service interests of our medical students, and recruitment from groups within Idaho that are traditionally underrepresented in medical school populations. WWAMI has established outreach programs to high schools and community colleges to encourage and prepare talented Idaho students from rural, underprivileged, or minority backgrounds who have an interest in medicine and health careers.

### Core Functions/Idaho Code

The core function of the Idaho WWAMI Medical Education Program at the University of Idaho is to provide qualified Idaho residents with access to and education in medical training as part of the Idaho State Board of Education's contract with the University of Washington School of Medicine. Idaho Code **§33-3720** authorizes the State Board of Education to enter into contractual agreements to provide access for Idaho residents to qualified professional studies programs, and specifically, the WWAMI Medical Education Program (33-3717B(7)).

**WORKSESSION  
OCTOBER 19, 2016**

**Health Programs – WWAMI Medical Education**

**Performance Measurement Report**

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
General Fund	\$3,465,200	\$3,579,300	\$3,962,000	\$4,638,900.00
Unrestricted Current	518,164	725,148	888,326	1,201,281
<b>Total</b>	<b>\$3,983,364</b>	<b>\$4,304,448</b>	<b>\$4,850,326</b>	<b>\$5,840,181.00</b>
<b>Expenditures</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Personnel Costs	\$752,266	\$760,237	\$994,523	\$1,522,133.00
Operating Expenditures	149,805	352,356	230,646	353,226.00
Capital Outlay	8,270	7095	20,414	71,852.00
Trustee/Benefit Payments	2,845,515	2,825,234	3,082,348	3,637,954.00
<b>Total</b>	<b>\$3,755,856</b>	<b>\$3,944,922</b>	<b>\$4,327,931</b>	<b>\$5,585,165.00</b>

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Number of Idaho Students Applying to UW Medical School (WWAMI)	158	157	141	164
- Average GPA ID WWAMI	3.7	3.7	3.7	3.7
- Average MCAT Score ID WWAMI	10.2	10.0	10.0	503 <sup>6</sup>
Number of Idaho Students Admitted to UW Medical School	20	25	30	35
Number/Percentage of Graduates Practicing in Idaho (cumulative)	263/50%	281/51%	287/51%	292/51%

**Performance Highlights:**

1. In 2015-2016, 35 UWSOM students from Idaho completed their first year of medical school in Idaho. In addition, 12 third-year and 12 fourth-year UWSOM students (from Idaho and other WWAMI states) completed the majority of their clinical rotations within Idaho on the “Idaho Track”. Overall, a total of 105 different UWSOM third and fourth year medical students completed one or more clinical rotations in Idaho during this academic year. Those 105 medical students took a total of 255 individual clinical rotations in Idaho (179 required courses and 76 elective courses).
2. In February of 2016, 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. This expands the Idaho class size to 40 medical students starting in fall 2016.
3. Admission interviews for all Idaho applicants took place in Boise, January 11-14, 2016 and February 22-25, 2016. All interviews were conducted by Idaho physicians who make up the Idaho Admissions Committee during both weeks. For the entering class of 2016, Idaho received 164 total applications, 122 completed applications by deadline. Of these applicants, a total of 78 were interviewed in Boise, Idaho. Idaho WWAMI admission interviews in Boise are a permanent part of the WWAMI admission process for Idaho students, and beginning in 2017 will be conducted at the University of Idaho, Moscow, Idaho.
4. Idaho WWAMI continues to nurture student interest in rural and underserved medicine through offering rural training experiences like the “Rural Underserved Opportunities Program” (RUOP) during the summer following their first 9 months of medical school. During summer 2016, we placed 22 first-year medical

students in this one-month rural primary care training experience throughout Idaho. Through the success of this program, the Idaho WWAMI RUOP program was the recipient of the 2012 Outstanding Program Award from the American Academy of Family Physicians, and was honored at the AAFP Foundation awards banquet in Philadelphia, PA.

5. In spring of 2016, 2 Idaho medical students were elected as members of the UWSOM chapter of Alpha Omega Alpha, the national honor society for medicine. These “junior” inductees are Daniel Becthold and Lauren Jacobson. By national guidelines, these students must be in the top twenty-five percent of the class to be eligible for election, and must show evidence of personal and professional development as a physician-in-training, integrity, compassion, fairness in dealing with one's colleagues, and capacity for leadership. In addition, senior Idaho members of the UW AOA are Jessica Brice, Zoe Cross, Courtney Gwinn and Ryan Hall.
6. In addition, our WWAMI program goals include the continued development of the humanitarian and service interests of the medical students, and an enhanced ability to recruit from groups within Idaho that are traditionally underrepresented in medical school populations. WWAMI delivers outreach programs to high schools and community colleges to help encourage and prepare talented Idaho students from rural, underprivileged, or minority backgrounds who have an interest in medicine and health careers. Idaho WWAMI hosted the eighth Idaho Pre-Med Summit in the spring of 2016 at the University of Idaho Water Center. University college advisors and pre-health students from across Idaho attend this advising forum.
7. WWAMI-affiliated faculty at UI successfully brought in \$2.3M of research funding into Idaho from agencies such as the National Institute of Health (NIH) and the Department of Health and Human Services (DHHS). In addition, WWAMI has had a long standing relationship with the Idaho INBRE Program, where each year our medical students apply for summer research fellowships. INBRE received a \$16.3 million renewal grant from NIH.

**Part II – Performance Measures**

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>GOAL 1: A WELL EDUCATED CITIZENRY</b> –Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.						
Number of Idaho WWAMI medical school applicants per year and the ratio of Idaho applicants per funded medical student seat.	actual	158	157	141	164	-----
	benchmark	7.9:1	6.28:1	4.7:1	4.68:1	-----
Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.	actual	2.2 : 1 <sup>1</sup>	2.2:1 <sup>1</sup>	2.2 : 1 <sup>1</sup>	2.2 : 1 <sup>1</sup>	2.2 : 1 <sup>1</sup>
	benchmark	50%	51%	51%	51%	-----
Pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.	actual	39% <sup>4</sup>	41% <sup>4</sup>	41% <sup>4</sup>	41% <sup>4</sup>	41% <sup>4</sup>
	benchmark	100%	100%	100%	100%	-----
<b>GOAL 2: CRITICAL THINKING AND INNOVATION</b> - 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.						
Pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.	actual	91% <sup>2</sup>	91% <sup>2</sup>	91% <sup>2</sup>	91% <sup>2</sup>	91% <sup>2</sup>
	benchmark	100%	100%	100%	100%	-----
<b>GOAL 3: Effective and Efficient Delivery Systems</b> – 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.						

**WORKSESSION  
OCTOBER 19, 2016**

Number of WWAMI rural summer training placements in Idaho each year.	actual	21	26	23	22	-----
	<i>benchmark</i>	10 <sup>3</sup>	10 <sup>3</sup>	10 <sup>3</sup>	20 <sup>3</sup>	20
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.	actual	73%	73%	73%	75%	-----
	<i>benchmark</i>	>60%	>60%	>60%	>60%	>60%
Percent of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, and OB/GYN specialties for residency training each year.	actual	51%	50%	51%	50%	-----
	<i>benchmark</i>	50% <sup>5</sup>	50% <sup>5</sup>	50% <sup>5</sup>	50% <sup>5</sup>	50% <sup>5</sup>

**Performance Measure Explanatory Notes**

1. This is the national ratio of in-state applicants per admitted students (2010)
2. U.S. Pass Rate
3. The target is 50% interest in rural training experiences
4. This is the national return rate for all medical schools in the U.S.
5. This target rate is per WWAMI mission

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**WORKSESSION  
OCTOBER 19, 2016**

**Sponsored Project Activity Report  
FY2015**

Boise State University

*Awards for the Period July 1, 2014 through June 30, 2015*

Activity Type	Federal	State	Industry	Other	Total	% of Grand Total
<b>Instruction:</b>						
Sponsored Programs	\$ 2,211,390	\$ 3,421,715	\$ -	\$ 9,750	\$ 5,642,855	
<b>Subtotal Instruction</b>	\$ 2,211,390	\$ 3,421,715	\$ -	\$ 9,750	\$ 5,642,855	14.05%
<b>Research:</b>						
Sponsored Programs	\$ 20,567,228	\$ 704,165	\$ 269,118	\$ 883,402	\$ 22,423,913	
Construction	\$ -	\$ -	\$ -	\$ -	\$ -	
State Research Appropriations	\$ -	\$ 365,700	\$ -	\$ -	\$ 365,700	
<b>Subtotal Research</b>	\$ 20,567,228	\$ 1,069,865	\$ 269,118	\$ 883,402	\$ 22,789,613	56.74%
<b>Other Sponsored Activities:</b>						
Sponsored Programs	\$ 8,258,181	\$ 1,971,984	\$ 3,484	\$ 1,500,938	\$ 11,734,587	
Construction	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Subtotal Other Sponsored Activities</b>	\$ 8,258,181	\$ 1,971,984	\$ 3,484	\$ 1,500,938	\$ 11,734,587	29.21%
<b>Grand Totals</b>	\$ 31,036,799	\$ 6,463,564	\$ 272,602	\$ 2,394,090	\$ 40,167,055	
<b>Percent of Grand Total</b>	<b>77.27%</b>	<b>16.09%</b>	<b>0.68%</b>	<b>5.96%</b>	<b>100%</b>	<b>100%</b>

*Expenditures for the Period July 1, 2014 through June 30, 2015*

Activity Type	Federal	State	Industry	Other	Totals	% of Grand Total
<b>Instruction:</b>						
Sponsored Programs	\$ 3,020,641.99	\$ 1,321,178.83	\$ -	\$ 927,858.38	\$ 5,269,679.20	14.42%
<b>Research:</b>						
Sponsored Programs	\$ 18,440,619.06	\$ 1,006,076.73	\$ 258,892.41	\$ 907,764.55	\$ 20,613,352.75	
Construction	\$ -	\$ -	\$ -	\$ -	\$ -	
State Research Appropriations	\$ -	\$ 294,837.01	\$ -	\$ -	\$ 294,837.01	
<b>Subtotal Research</b>	\$ 18,440,619.06	\$ 1,300,913.74	\$ 258,892.41	\$ 907,764.55	\$ 20,908,189.76	57.23%
<b>Other Sponsored Activities:</b>						
Sponsored Programs	\$ 6,889,844.47	\$ 826,848.67	\$ 7,574.65	\$ 2,234,123.71	\$ 9,958,391.50	
Construction	\$ 345,967.99	\$ -	\$ -	\$ -	\$ 345,967.99	
State Other Sponsored Activities Appropriations	\$ -	\$ 50,672.27	\$ -	\$ -	\$ 50,672.27	
<b>Subtotal Other Sponsored Activities</b>	\$ 7,235,812.46	\$ 877,520.94	\$ 7,574.65	\$ 2,234,123.71	\$ 10,355,031.76	28.34%
<b>Grand Totals</b>	\$ 28,697,073.51	\$ 3,499,613.51	\$ 266,467.06	\$ 4,069,746.64	\$ 36,532,900.72	
<b>Percent of Grand Total</b>	<b>78.55%</b>	<b>9.58%</b>	<b>0.73%</b>	<b>11.14%</b>	<b>100%</b>	<b>100%</b>



Idaho State University

**Idaho State University  
Office for Research  
Award Breakdown by Funding Agency Type and Project Type  
July 1, 2014 through June 30, 2015**

	Federal	State	Industry	Other/Foundation	Totals	Percent of Total
Research	8,058,775	4,200,389	2,375,412	856,772	15,491,348	55%
Training and Instruction	2,197,414	4,100,531	1,318,584	152,348	7,768,877	27%
Other/Public Service	621,031	4,006,744	3,981	399,468	5,031,224	18%
<b>Totals</b>	<b>10,877,220</b>	<b>12,307,664</b>	<b>3,697,977</b>	<b>1,408,588</b>	<b>28,291,449</b>	<b>100%</b>
Percent of Total	38%	44%	13%	5%	100%	

File Name: ISU OR Annual Awards FY15

# WORKSESSION OCTOBER 19, 2016

University of Idaho

University of Idaho - FY2015 Research Activity Report

Awards for the Period July 1, 2014 through June 30, 2015

	Federal	State	Industry	Other	Total	% of Grand Total	% of Sponsor Total
<b>Instruction:</b>							
Sponsored Programs	\$ 2,172,163.00	\$ 463,026.00	\$ 57,789.15	\$ 1,281,676.75	\$ 3,974,654.90		5.52%
	\$ 2,172,163.00	\$ 463,026.00	\$ 57,789.15	\$ 1,281,676.75	\$ 3,974,654.90	3.73%	
<b>Research:</b>							
Sponsored Programs	\$ 41,930,169.11	\$ 1,729,165.00	\$ 1,656,584.78	\$ 4,255,850.70	\$ 49,571,769.59		68.90%
Federal Land Grant Appropriations (FFY15)	2,742,323.00				2,742,323.00		
State Research/Endowment Appropriations		19,202,167.63			19,202,167.63		
<b>Subtotal Research:</b>	\$ 44,672,492.11	\$ 20,931,332.63	\$ 1,656,584.78	\$ 4,255,850.70	\$ 71,516,260.22	67.19%	
<b>Public Service:</b>							
Sponsored Programs	\$ 15,420,014.54	\$ 1,830,217.53	\$ 170,500.00	\$ 980,376.44	\$ 18,401,108.51		25.58%
Federal Land Grant Appropriations (FFY15)	2,938,282.00				2,938,282.00		
State Extension Appropriations		9,601,785.64			9,601,785.64		
<b>Subtotal Public Service:</b>	\$ 18,358,296.54	\$ 11,432,003.17	\$ 170,500.00	\$ 980,376.44	\$ 30,941,176.15	29.07%	
<b>Construction:</b>							
Sponsored Programs	-	-	-	-	-	0.00%	0.00%
<b>Total Sponsored Programs Funding</b>	\$ 59,522,346.65	\$ 4,022,408.53	\$ 1,884,873.93	\$ 6,517,903.89	\$ 71,947,533.00		
<b>Percent of Total Sponsored Programs</b>	82.73%	5.59%	2.62%	9.06%	100%		100%
<b>Grand Total of All Funding Per Category</b>	\$ 65,202,951.65	\$ 32,826,361.80	\$ 1,884,873.93	\$ 6,517,903.89	\$ 106,432,091.27		
<b>Percent of All Funding</b>	61.26%	30.84%	1.77%	6.13%	100%	100%	

### Expenditures for the Period July 1, 2014 through June 30, 2015

	Federal	State	Industry	Other	Institutional	Total	% of Grand Total	% of Sponsor Total
<b>Instruction:</b>								
Sponsored Programs	\$ 2,372,264.90	\$ 88,120.55	\$ 46,206.79	\$ 108,475.44	\$ 502,761.46	\$ 3,117,829.14		3.63%
Other Sources		-			8,956.68	8,956.68		
	\$ 2,372,264.90	\$ 88,120.55	\$ 46,206.79	\$ 108,475.44	\$ 511,718.14	\$ 3,126,785.82	2.36%	
<b>Research:</b>								
Sponsored Programs	\$ 47,485,464.86	\$ 1,479,285.37	\$ 1,580,934.86	\$ 4,236,144.05	\$ 8,345,418.55	\$ 63,127,247.69		73.48%
Sponsored ARRA Stimulus Funding	(10.57)				(10.57)			0.00%
Federal Land Grant Appropriations	3,073,659.74					3,073,659.74		
State Research Appropriations		18,657,901.74				18,657,901.74		
State Endowment/Other Appropriations		3,899,837.27				3,899,837.27		
Other Sources			164,444.03	1,837,945.10	6,731,799.55	8,734,188.68		
<b>Subtotal Research:</b>	\$ 50,559,114.03	\$ 24,037,024.38	\$ 1,745,378.89	\$ 6,074,089.15	\$ 15,077,218.10	\$ 97,492,824.55	73.59%	
<b>Public Service:</b>								
Sponsored Programs	\$ 14,412,476.60	\$ 1,536,187.58	\$ 106,212.78	\$ 903,126.86	\$ 2,711,182.17	\$ 19,669,185.99		22.89%
Federal Land Grant Appropriations	2,433,042.18					2,433,042.18		
State Extension Appropriations		9,634,934.69				9,634,934.69		
Other Sources					129,422.72	129,422.72		
<b>Subtotal Public Service:</b>	\$ 16,845,518.78	\$ 11,171,122.27	\$ 106,212.78	\$ 903,126.86	\$ 2,840,604.89	\$ 31,866,585.58	24.05%	
<b>Construction:</b>								
Sponsored Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%	0.00%
<b>Total Sponsored Programs Funding &amp; ARRA Funding Only</b>	\$ 64,270,195.79	\$ 3,103,593.50	\$ 1,733,354.43	\$ 5,247,746.35	\$ 11,559,362.18	\$ 85,914,252.25		
<b>Percent of Total Sponsored Programs</b>	75%	4%	2%	6%	13%	100%		100%
<b>Grand Total of All Funding Per Category</b>	\$ 69,776,897.71	\$ 35,296,267.20	\$ 1,897,798.46	\$ 7,085,691.45	\$ 18,429,541.13	\$ 132,486,195.95	100%	
<b>Percent of All Funding</b>	53%	27%	1%	5%	14%	100%		

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**WORKSESSION  
OCTOBER 19, 2016**

**Higher Education Research Council - Strategic Plan Performance Measure Report**

<b>Performance Measure</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>Benchmark</b>
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey	\$121,580,993.00	\$142,771,851.00	\$146,699,825.00	Not reported until January 2017	10% annual increase
Statewide amount of U.S. Department of Energy (DOE) research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.	\$10,262,639.00	\$13,545,198.00	\$10,116,040.00	Not reported until January 2017	10% annual increase
Number of new fully sponsored project proposals submitted by an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	106	77	69	92	50% annual increase
Number of new fully sponsored project awards to an Idaho University that involve a subaward with another Idaho institution of higher education (in either direction).	48	53	42	58	30% annual increase
Number of new sponsored projects involving the private sector.	108	183	133	165	50% annual increase
Number of technology transfer agreements (as defined by AUTM [Association of University Technology Managers]).	28	34	50	44	15% annual increase
Number of invention disclosures (including plant varieties)	43	47	29	40	1 for every \$2M of research expenditures
Amount of licensing revenues.	\$404,153	\$1,192,007	\$441,071	\$724,316	10% annual increase
Number of startup companies.	3	0	0	8	10% annual increase
Number of undergraduate students paid from sponsored projects.	1,698	1,383	1,699	1,683	20% annual increase
Number of graduate students paid from sponsored projects.	699	860	648	636	20% annual increase
Percentage of baccalaureate students who graduated in STEM disciplines and had a research experience.	N/A	N/A	N/A	N/A	20% annual increase
Number of faculty and staff paid from sponsored projects.	2,310	2,050	2,375	2,272	20% annual increase
<b>K-20 Statewide Stratgic Plan Performance Measures</b>					
Percentage of students participating in undergraduate research.	N/A	N/A	N/A	N/A	30%
Total amount of research expenditures	75,244,872	73,726,315	101,830,918	102,430,041	
Institution expenditures from competitive Federally funded grants	\$89,099,167	\$81,951,549	\$106,047,448	\$104,850,624	\$112M annually
Institution expenditures from competitive industry funded grants	\$9,253,841	\$7,748,543	\$7,389,079	\$8,732,410	\$7.2M annually
Measure of production of intellectual property:					
Number of startups	5	0	0	8	10% annual increase
Number of patents	30	13	10	18	10% annual increase
Number of student internships	2,479	2,109	2,090	2,294	

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**WORKSESSION  
OCTOBER 19, 2016**

STEM Performance Measure Report

DRAFT 10/03/16

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

Goal/Objective	Performance Measure	2018					2016
		Benchmark	2012	2013	2014	2015	
<b>Goal 1: Access to STEM opportunities</b>							
Goal 1, Objective A: Awareness	Number of students majoring in STEM CIP codes (by gender)		F: 6,183 M: 11,320	F: 6,611 M: 11,902	F: 6,557 M: 11,777	F: 6,616 M: 11,864	F: 5,752 M: 9,781
	Ratio of STEM degrees to non-STEM degrees	1:0.25	1:0.23	1:0.24	1:0.25	1:0.24	
Goal 1, Objective B: Delivery	Completion rate of STEM majors (by gender)						
Goal 1, Objective C: Scaling up	Number of students taking classes identified as STEM classes		52,887	53,475	51,513	50,702	27,131
	Number of sections of STEM-related courses		12,093	12,447	12,363	12,678	10,596
Goal 1, Objective D: Preparedness	Percentage of students meeting science benchmark on ACT	60.0%	32.0%	43.0%	45.0%	48.0%	
	Percentage of students meeting math benchmark on SAT	60.0%	66.4%	35.2%	33.1%	36.1%	
	Percentage of students meeting math benchmark on ACT	60.0%	47.0%	52.0%	53.0%	55.0%	
Goal 1, Objective E: Employment	STEM graduates employed in Idaho 1 year after graduation						
	STEM graduates employed in Idaho 3 years after graduation						
	STEM graduates employed in Idaho 5 years after graduation						
<b>Goal 2: STEM in Curriculum and Instruction</b>							
Goal 2, Objective A: Professional Development	Number of courses of STEM professional development offered					108	
	Enrollment in STEM professional development courses					1286	
Goal 2, Objective B: Effective Development	Number of education graduates teaching STEM courses by institution		75%	86%	94%		
	Boise State University						
	Idaho State University						
	Lewis-Clark State College						
University of Idaho							
Goal 2, Objective C: STEM Outreach	Number of STEM outreach activities by institution						
	Boise State University					211	
	Idaho State University					54	54
	Lewis-Clark State College					264	
	University of Idaho					Not available	

**WORKSESSION  
OCTOBER 19, 2016**

DRAFT 10/03/16

Goal 2, Objective D: STEM teacher supply	Pass rates of K-12 educators on mathematics subtest of certification exam	Middle School: 80%	Middle School: 81%	Middle School: 48%	Middle School: 63%	
		High School: 85%	High School: 84%	High School: 37%	High School: 42%	
Goal 2, Objective E: Innovative instruction	Percentage of students meeting science benchmark on ACT	60.0%	32.0%	43.0%	45.0%	
	Percentage of students meeting math benchmark on SAT	60.0%	66.4%	35.2%	33.1%	
	Percentage of students meeting math benchmark on ACT	60.0%	47.0%	52.0%	53.0%	
	Math remediation rates in postsecondary education			18.4%	24.7%	24.7%
<b>Goal 3: State Awareness</b>						
Goal 3, Objective A: Communication	Number of STEM outreach activities by institution					
	Boise State University					211
	Idaho State University					54
	Lewis-Clark State College					264
	University of Idaho					Not available
Goal 3, Objective B: STEM showcase	Number of STEM outreach activities by institution					
	Boise State University					211
	Idaho State University					54
	Lewis-Clark State College					264
	University of Idaho					Not available
<b>Goal 4: Develop STEM Talent Base</b>						
Goal 4, Objective A: Alignment	Number of secondary schools with a STEM-centric charter		3	5	5	5
Goal 4, Objective B: Degree production	Number of degrees awarded in STEM CIP codes		2,379	2,746	2,958	2,825
	Ratio of STEM degrees to non-STEM degrees	1:0.25	1:0.23	1:0.24	1:0.25	1:0.24
Goal 4, Objective C: Business engagement	Number of students participating in STEM internships					523
	Number of students participating in STEM undergraduate research					1386
	Number of secondary schools with a STEM-centric charter		3	5	5	5



**WORKSESSION  
OCTOBER 19, 2016**

Indian Education Performance Measure Report *DRAFT 10/03/16*

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

Goal/Objective	Performance Measure	Benchmark	2012	2013	2014	2015	2016
<b>Goal 1: American Indian Academic Excellence</b>							
Goal 1, Objective A: Access.	Percentage increase of American Indian students who applied for the Opportunity Scholarship	5% per year				51 (Baseline)	50
	Number of American Indian students who receive the Opportunity Scholarship	20				1	3
	Percentage of American Indian students who complete the FAFSA by the priority deadline	100%					
	Number of American Indian students who participated in Advanced Opportunities						
	Dual Credit	125	256	287	187	125	
	Technical Competency Credit	10%					
	AP Exam (three or higher)	10%					11
Goal 1, Objective B: Higher Level of Educational Attainment	Number of American Indian students enrolled in postsecondary institutions after Idaho high school graduation	400	313	436	214	218	
	Number of American Indian students scoring proficient or higher on IRI	10%		704	649	647	683
	Number of American Indian students scoring proficient or higher on math ISAT	10%				346	359
	Number of American Indian students scoring proficient or higher on ELA ISAT	10%				532	565
	Percentage of American Indian students that articulate to postsecondary education	60%	45%	52%	42%	40%	
	Time to completion for American Indian students	5 Years					In process
	Graduating rates for American Indian students	26%					In process
	Percentage of American Indian students earning a postsecondary degree (after 5 years)						
	Associate	48	55	46	53	44	
	Baccalaureate	75	62	46	65	55	
Master	16	13	0	14	14		
Doctorate	5	1	0	4	7		
Goal 1, Objective C: Quality of Instruction	Percentage of highly qualified teachers in targeted schools	100%					
	Inclusion of a culturally relevant pedagogy in the teacher preparation standards	3 Credits					
	Credits required in Idaho tribal history for certification	3 Credits					
	Number of certified American Indian educators in the state						
	Teachers	TBA					
Administrators	TBA						
Counselors	TBA						

**Goal 2: Culturally Relevant Pedagogy**

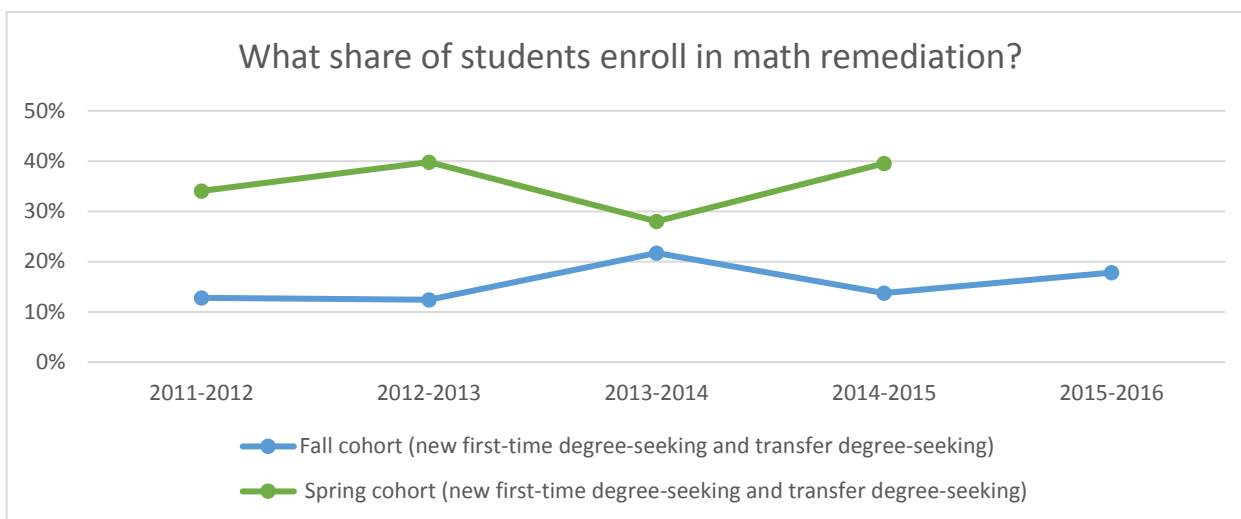
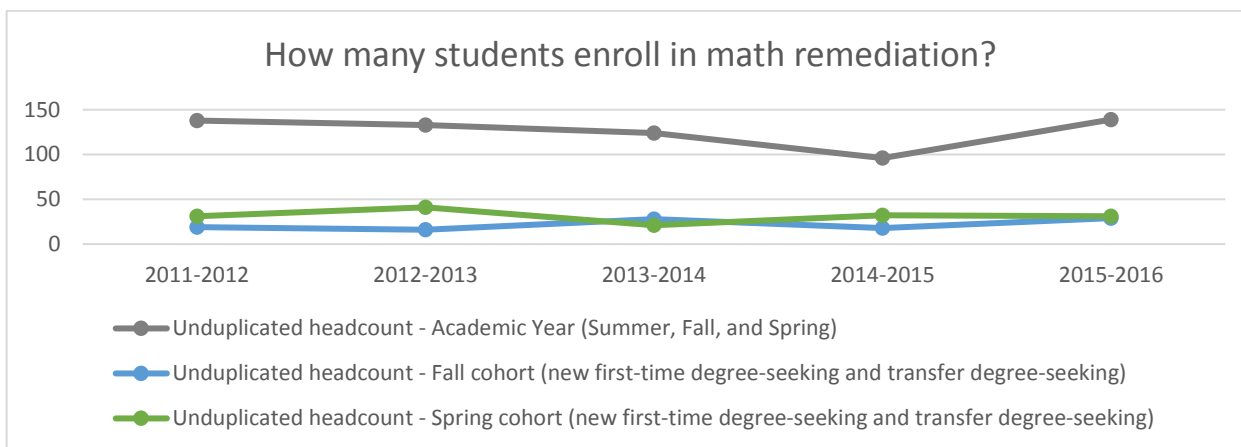
**WORKSESSION  
OCTOBER 19, 2016**

*DRAFT 10/03/16*

Goal 2, Objective A: Integration into the Professional Practice	Number of education professional development credits in culturally responsive teaching	TBA
Goal 2, Objective B: Knowledge of Federal Policies and Idaho's Indian Tribes	Include Idaho's tribal culture, history, and government in the K-12 content standards Include tribal federal policies and Idaho tribal government in colleges of education teacher, counselor, and administrator certification programs	Completed by 2018  3 Credits

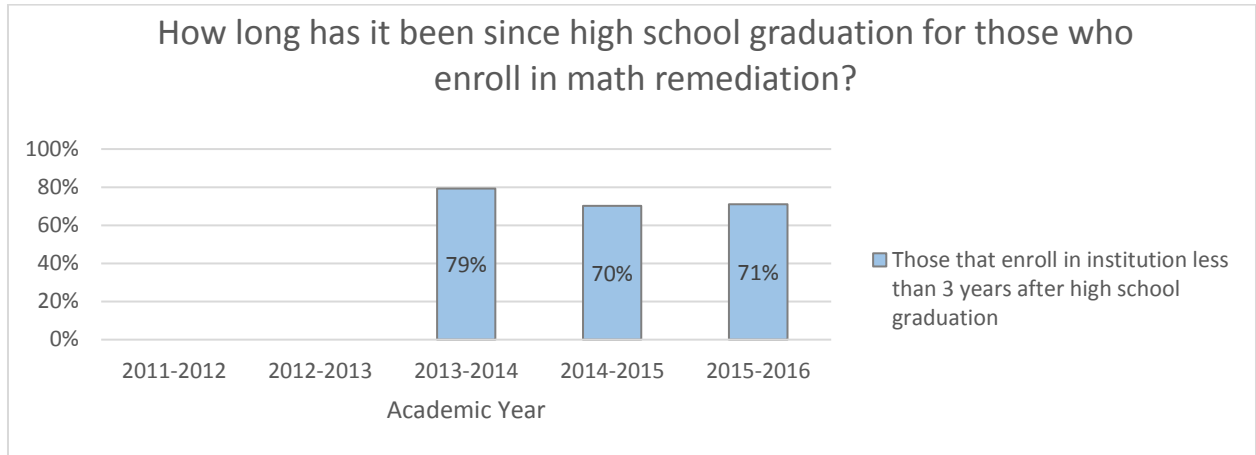
# Math Remediation at Eastern Idaho Technical College

General data on those who enroll in math remediation



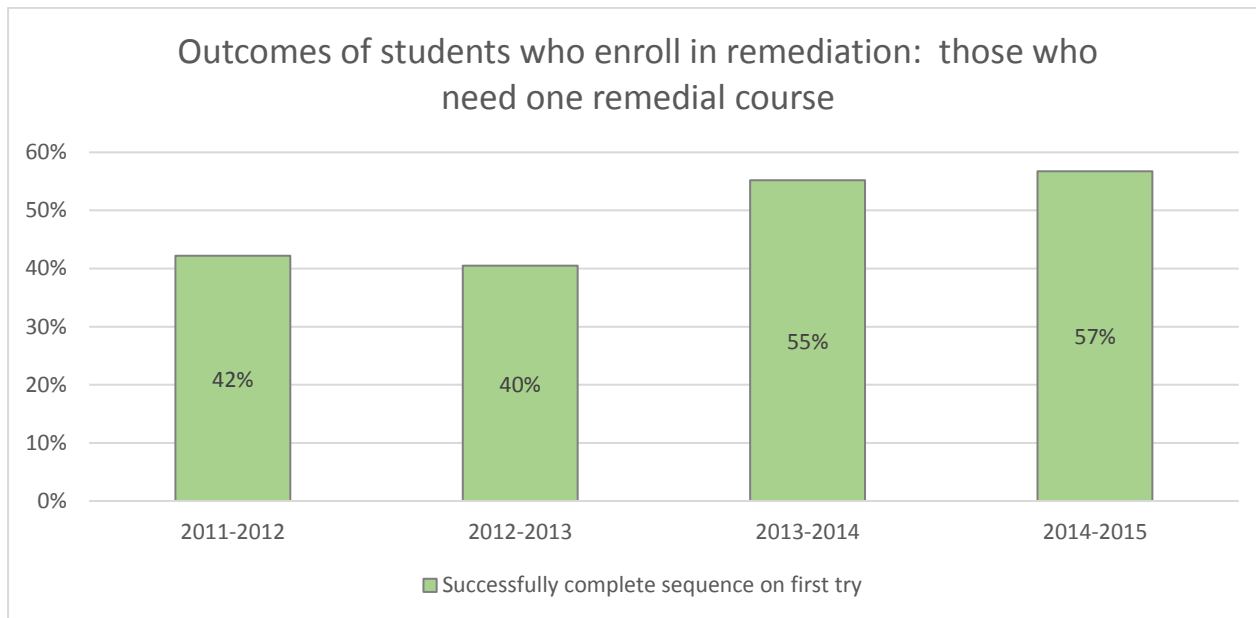
Note: Share of new first-time degree-seeking and transfer degree-seeking students who enroll in math remediation as a share of total new first-time degree-seeking and transfer degree-seeking students

**WORKSESSION  
OCTOBER 19, 2016**

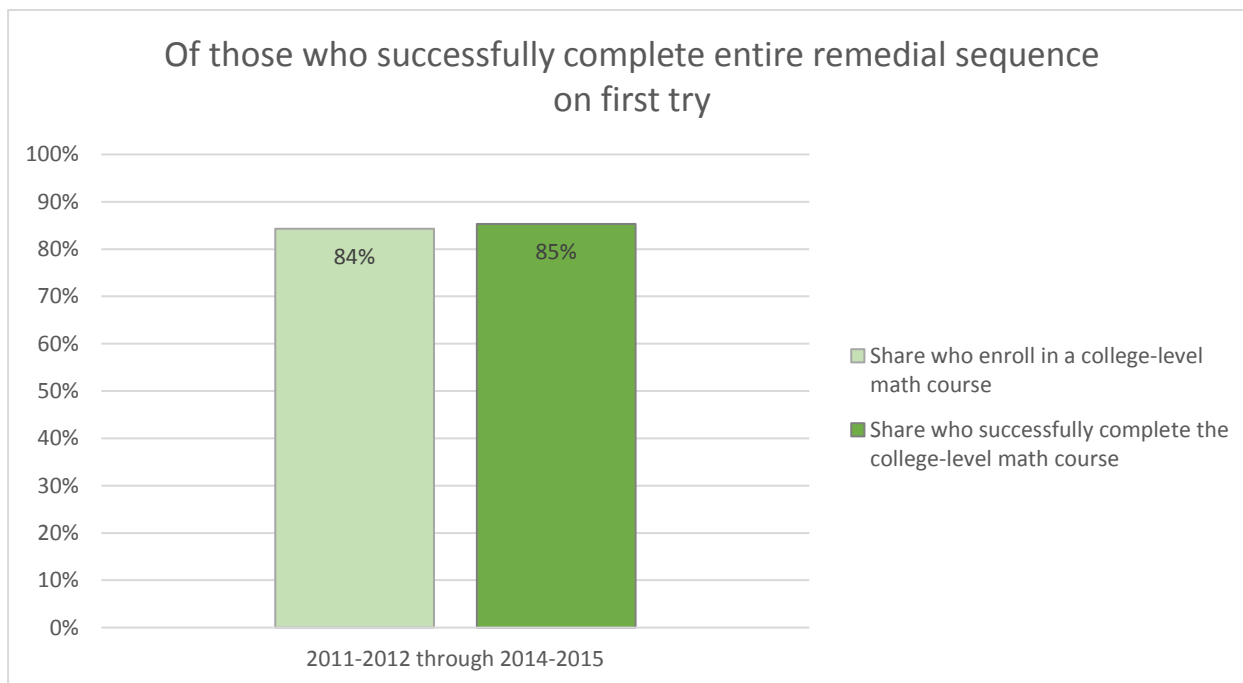


Note: This is calculated only for those in the Fall cohort. Data was suppressed for 2011-2012 and 2012-2013 due to small cell sizes.

### Outcomes of those who enroll in remediation



Note: This is calculated only for those in the Fall cohort.



Note: This is calculated only for those in the Fall cohort. Data was combined across years due to small cell sizes.

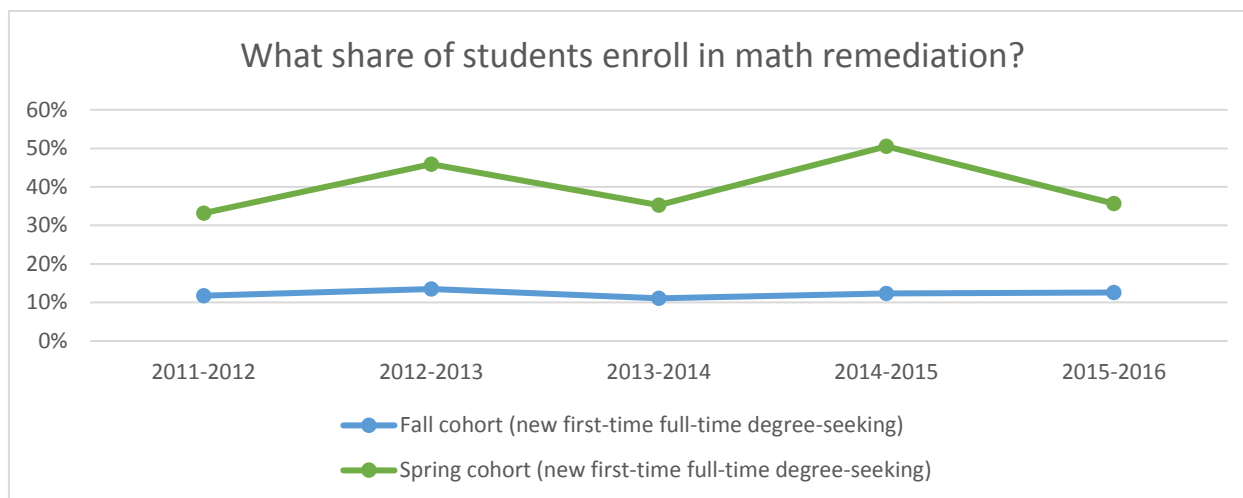
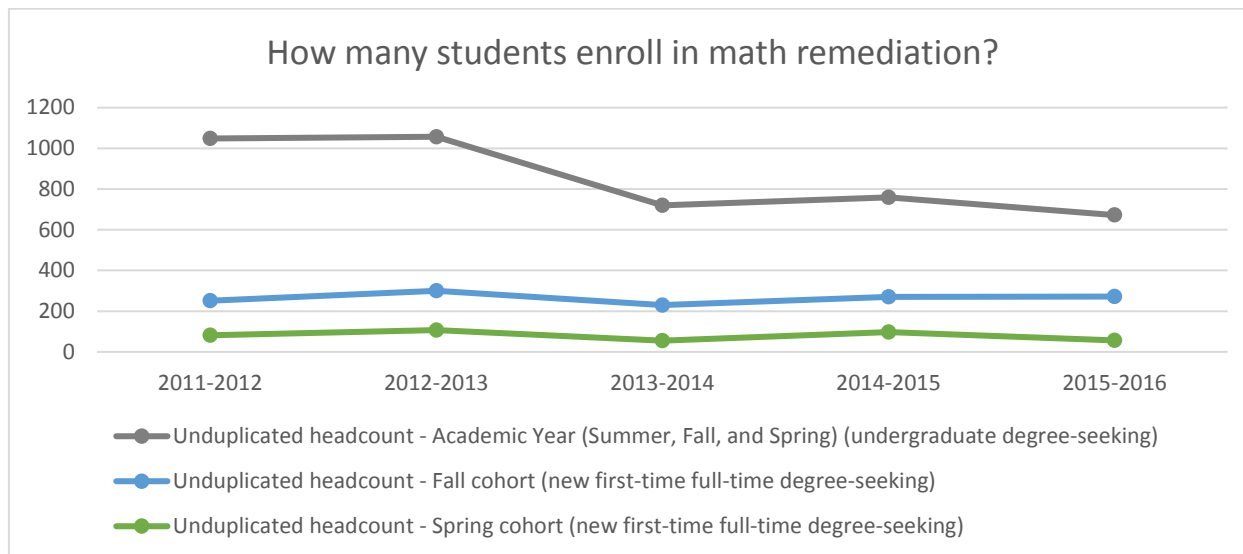
**College-level math outcomes of those who enroll in remediation**

Course name	Number of remedial students who complete remedial sequence on first try and subsequently enroll in a college-level math course				
	Course number	2011-2012	2012-2013	2013-2014	2014-2015
Mathematics in Modern Society	123	14	10	24	12
Technical Mathematics	110	<10	<10	<10	<10
Intermediate Algebra	108	<10	<10	<10	<10
Mathematics for Health Professions	112	<10	<10	<10	<10
Elementary Statistics	253	<10	<10	<10	<10
Business Mathematics	105	<10	<10	<10	<10

Note: This is calculated only for those in the Fall cohort. Students are counted if they ever took the course while in school.

# Math Remediation at Boise State University

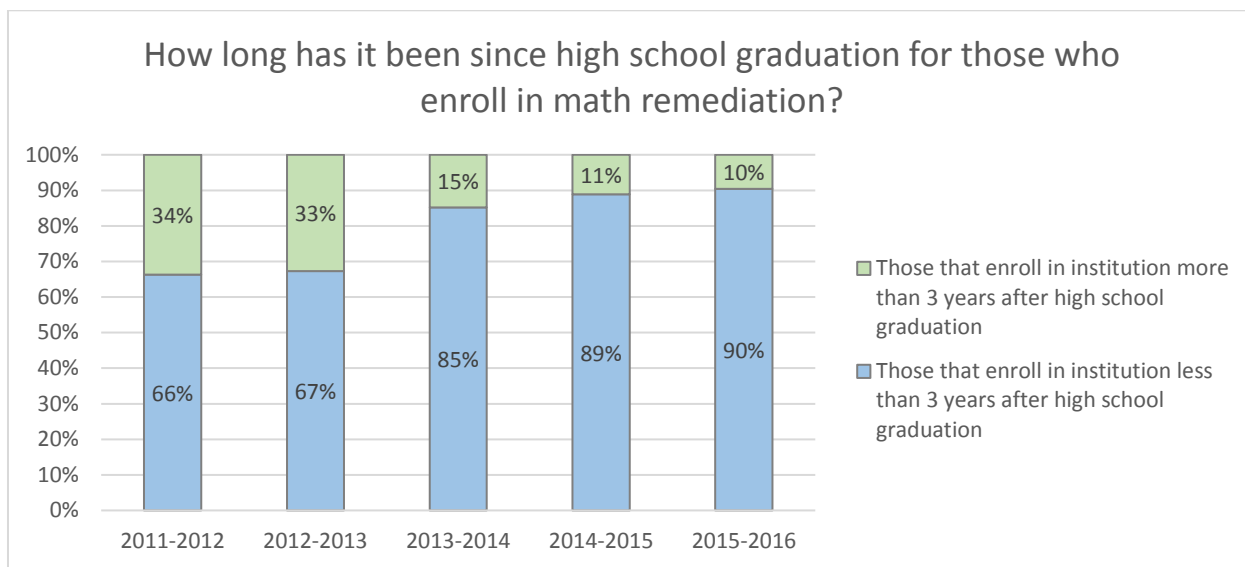
General data on those who enroll in math remediation



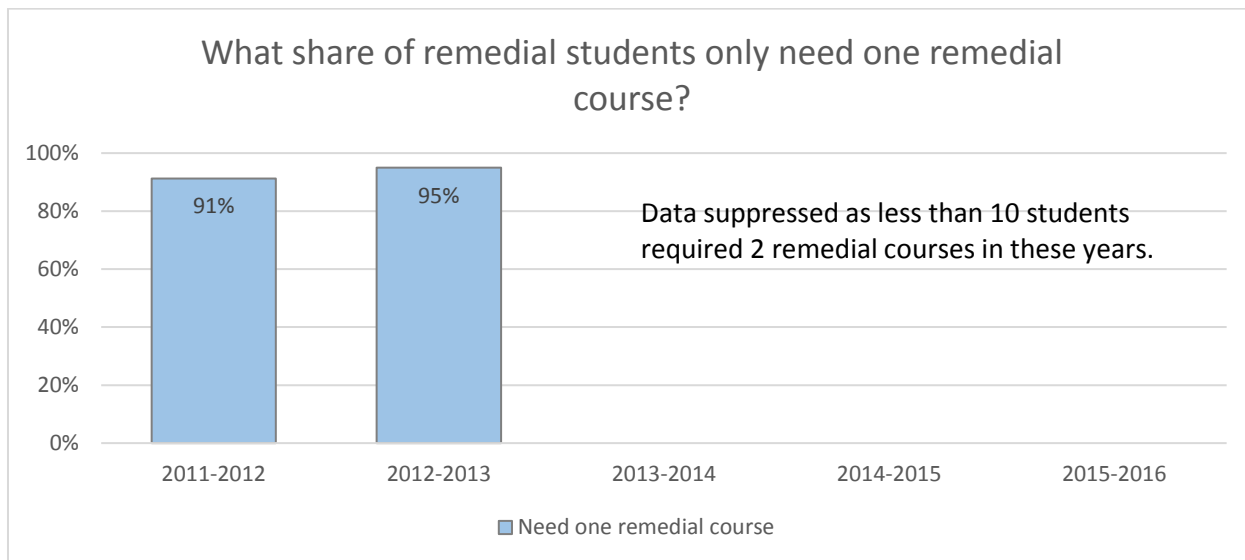
Note: Share of new first-time full-time degree-seeking students who enroll in math remediation as a share of total new first-time full-time degree-seeking students



**WORKSESSION  
OCTOBER 19, 2016**

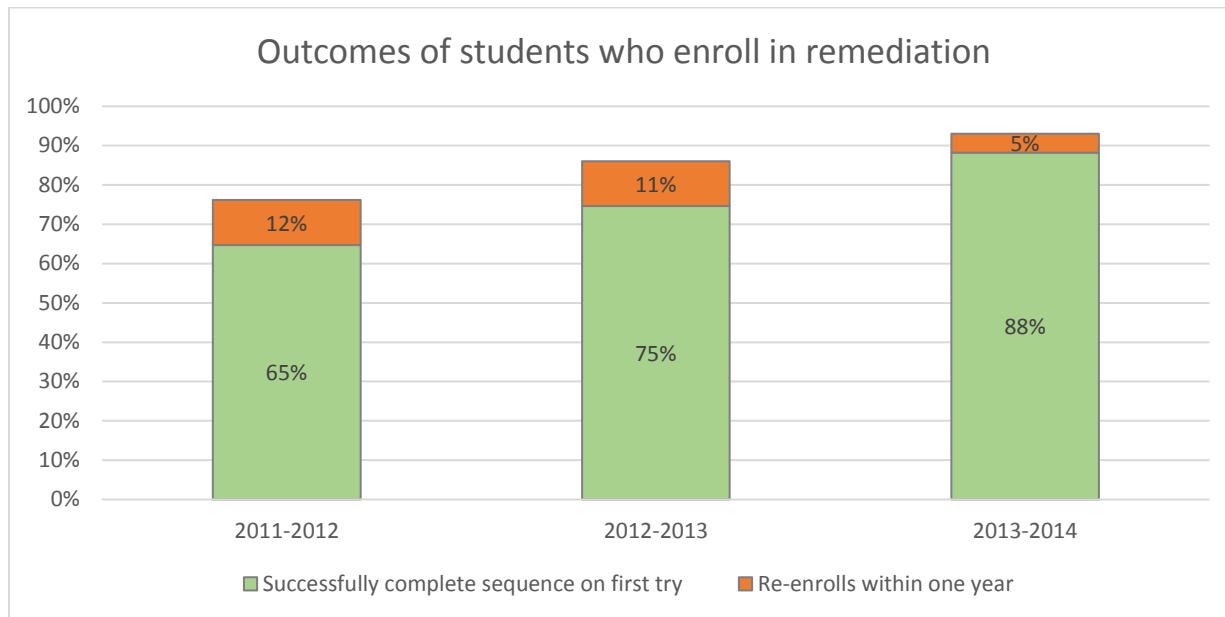


Note: This is calculated only for those in the Fall cohort: new first-time full-time degree-seeking students. Data on those that enroll between 3 and 10 years after high school graduation and those that enroll more than 10 years after high school graduation was combined due to small cell sizes.

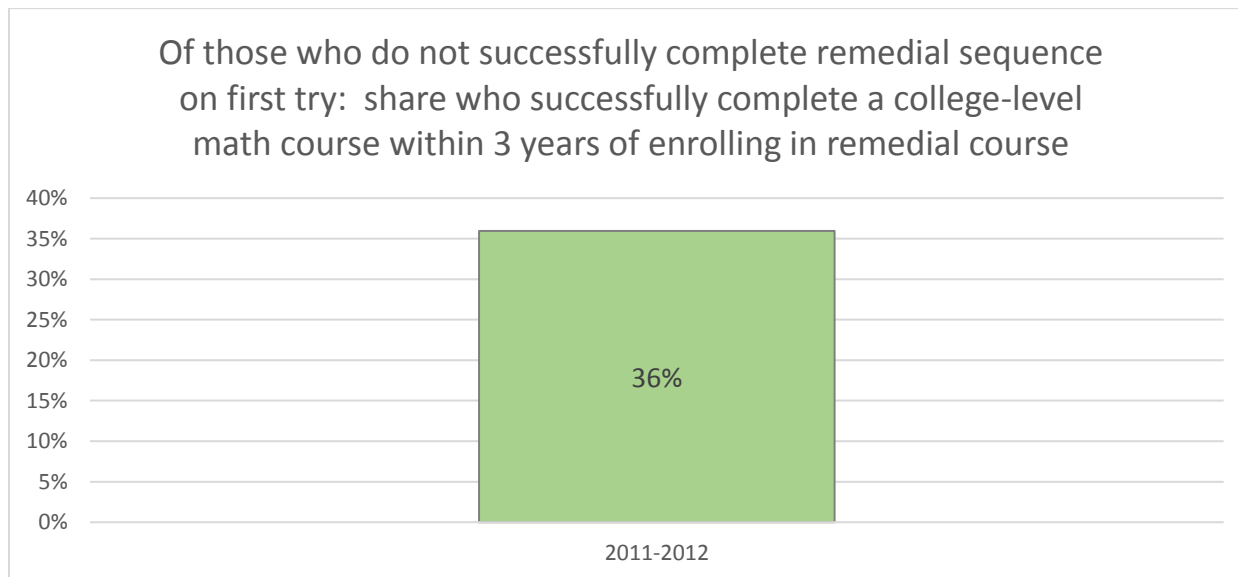


Note: This is calculated only for those in the Fall cohort: new first-time full-time degree-seeking students. Data is not broken down by years since high school graduation due to small cell sizes.

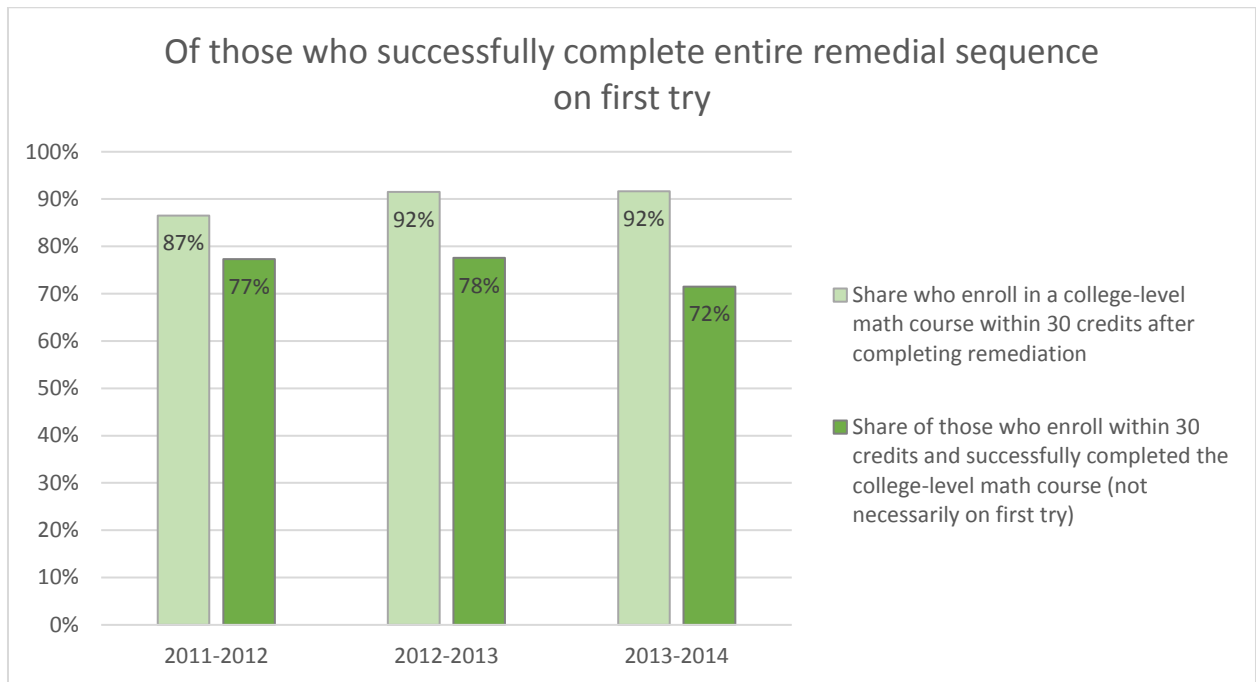
### Outcomes of those who enroll in remediation



Note: This is calculated only for those in the Fall cohort: new first-time full-time degree-seeking students. Data is not broken down by the number of remedial courses needed due to small cell sizes.



Note: This is calculated only for those in the Fall cohort: new first-time full-time degree-seeking students.



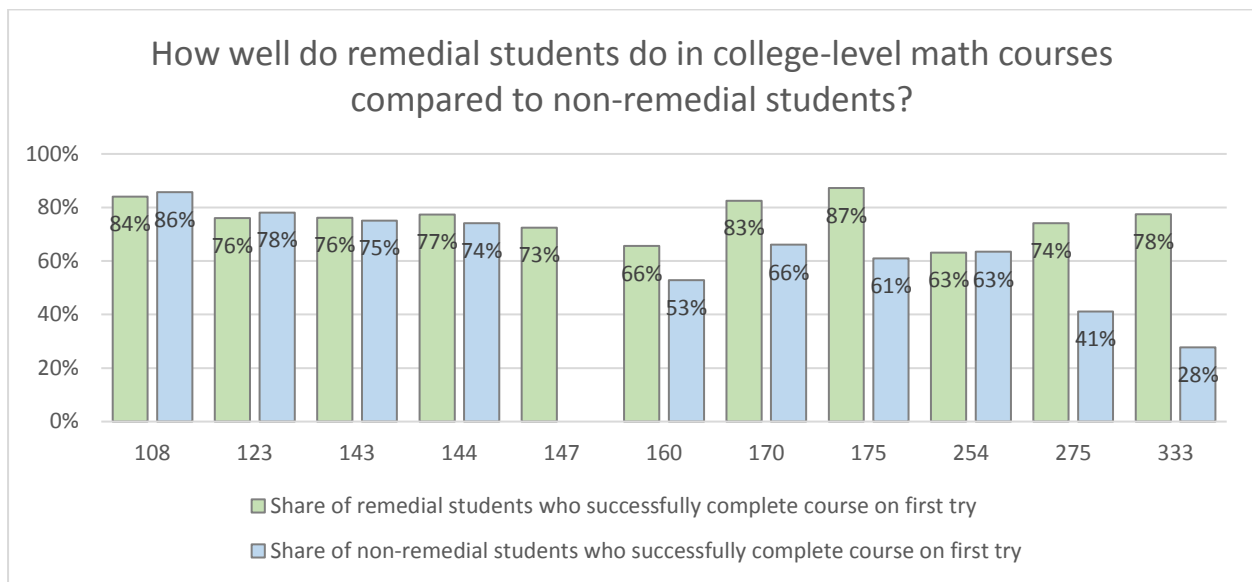
Note: This is calculated only for those in the Fall cohort: new first-time full-time degree-seeking students.

**WORKSESSION  
OCTOBER 19, 2016**

College-level math outcomes of those who enroll in remediation

		Number of remedial students who complete remedial sequence on first try and subsequently enroll in a college-level math course			
<b>First math course enrolled in after remediation</b>					
Course name	Course number	2011-2012	2012-2013	2013-2014	2014-2015
Intermediate Algebra	108	102	168	161	177
Quantitative Reasoning	123	16	32	30	34
Intro to Mathematical Thought	124	23	<10	<10	<10
Finite Math	130	<10	<10	<10	<10
College Algebra	143	<10	24	<10	21
Analytic Trigonometry	144	<10	<10	<10	<10
Pre-calculus	147	<10	<10	<10	<10
Structure of Arithmetic for Teachers	157	<10	<10	<10	<10
Calculus I	170	<10	<10	<10	<10
Applied Stats with Computers	254	<10	<10	<10	<10
Introduction to Statistics	254	<10	<10	<10	<10
<b>All math courses enrolled in after remediation</b>					
Course name	Course number	2011-2012	2012-2013	2013-2014	2014-2015
Intermediate Algebra	108	113	174	166	182
Quantitative Reasoning	123	28	48	52	56
Intro to Mathematical Thought	124	23	<10	<10	<10
Finite Math	130	<10	<10	<10	<10
College Algebra	143	63	103	87	129
Analytic Trigonometry	144	14	48	49	57
Precalculus	147	19	21	<10	<10
Structure of Arith for Teach	157	<10	<10	<10	<10
Survey of Calculus	160	27	25	17	27
Calculus I	170	17	48	28	33
Calculus II	175	11	35	23	17
Discrete Mathematics	189	<10	<10	<10	<10
Applied Stats with Computers	254	<10	<10	<10	<10
Introduction to Statistics	254	<10	33	21	21
Geometry & Prob for Teachers	257	<10	<10	<10	<10
Multivariable & Vector Calc	275	<10	25	16	12
Introduction to Linear Algebra	301	<10	<10	<10	<10
Diff Equat w/ Matrix Theory	333	10	34	19	17
Engineering Statistics	360	<10	18	11	10
Probability and Statistics I	361	<10	<10	<10	<10
Intro to Computational Math	365	<10	<10	<10	<10

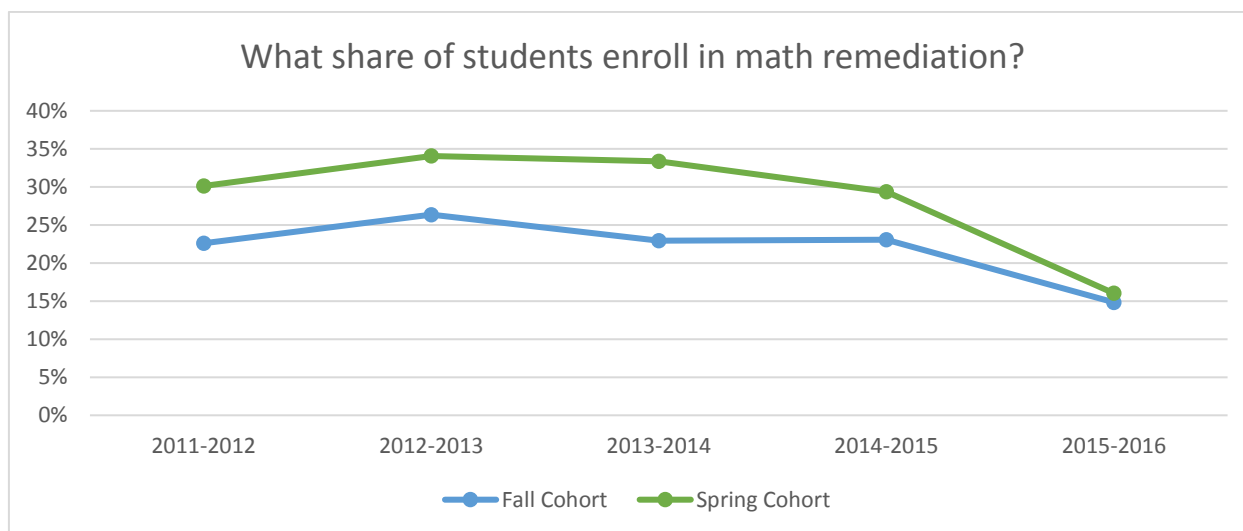
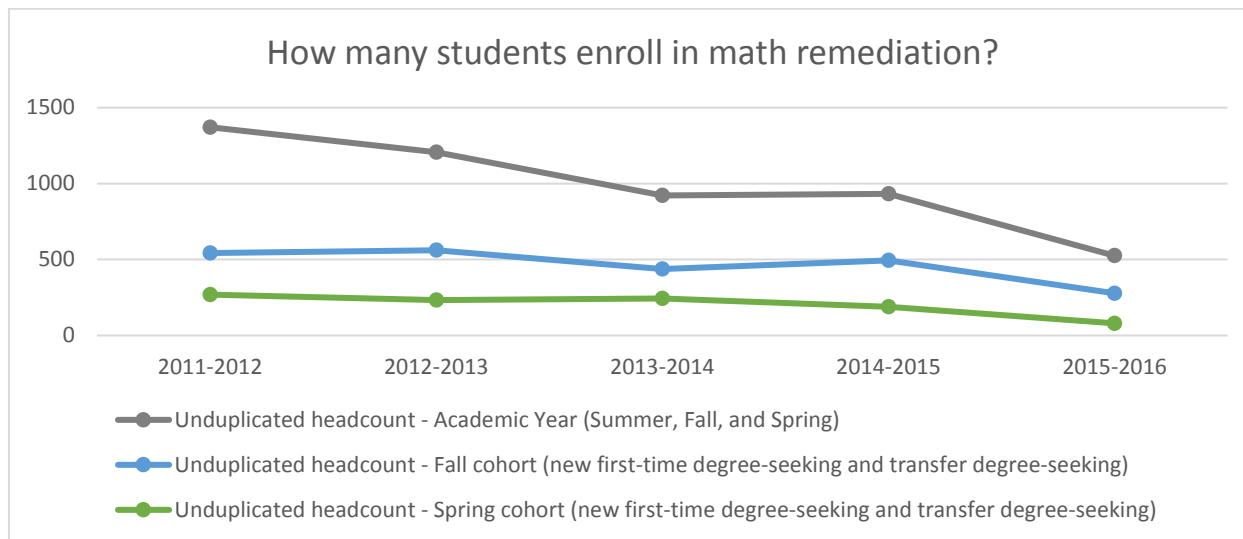
Note: This is calculated only for those in the Fall cohort: new first-time full-time degree-seeking students.



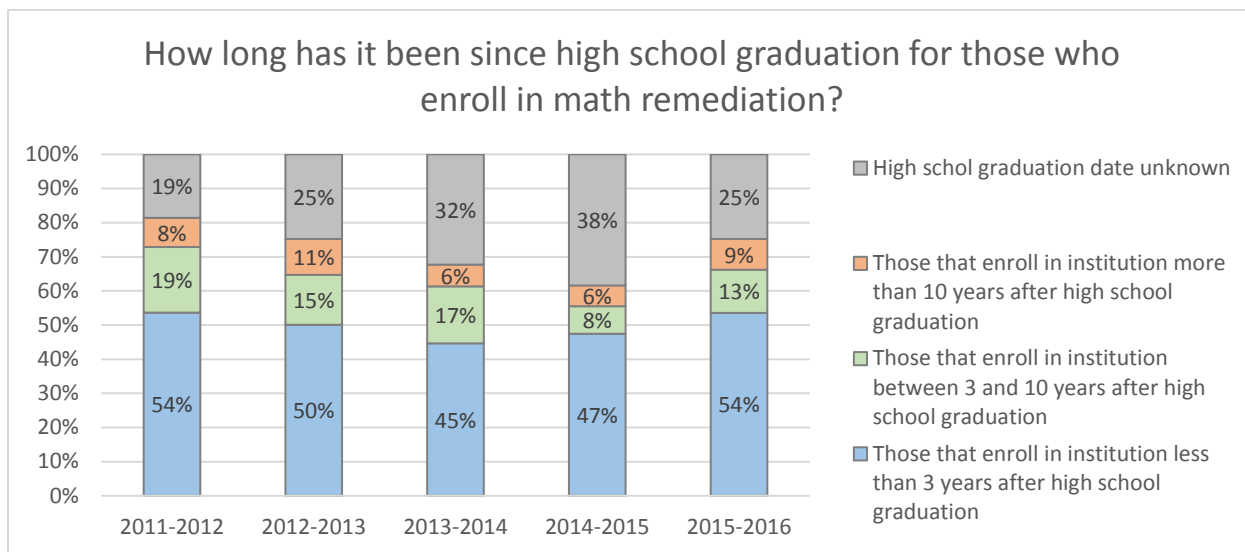
Note: This is calculated only for those in the Fall cohort: new first-time full-time degree-seeking students. Only remedial students who completed remedial sequence on first try are included. Some data is suppressed due to small cell sizes.

# Math Remediation at Idaho State University

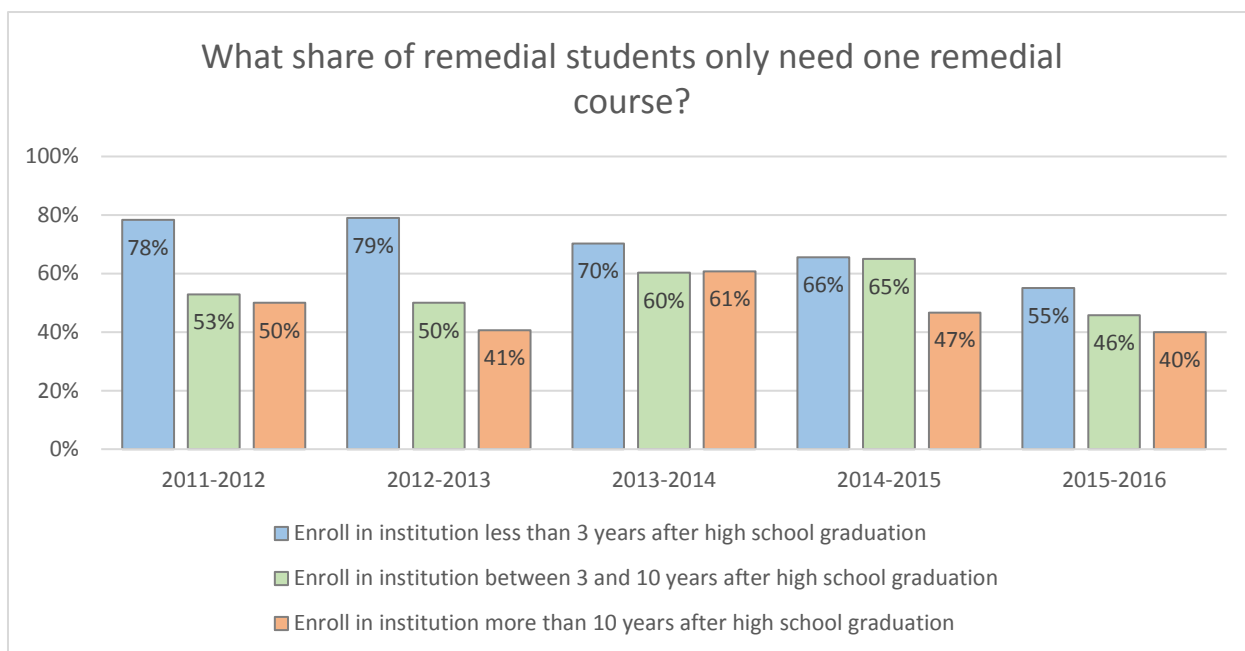
General data on those who enroll in math remediation



Note: Share of new first-time degree-seeking and transfer degree-seeking students who enroll in math remediation as a share of total new first-time degree-seeking and transfer degree-seeking students



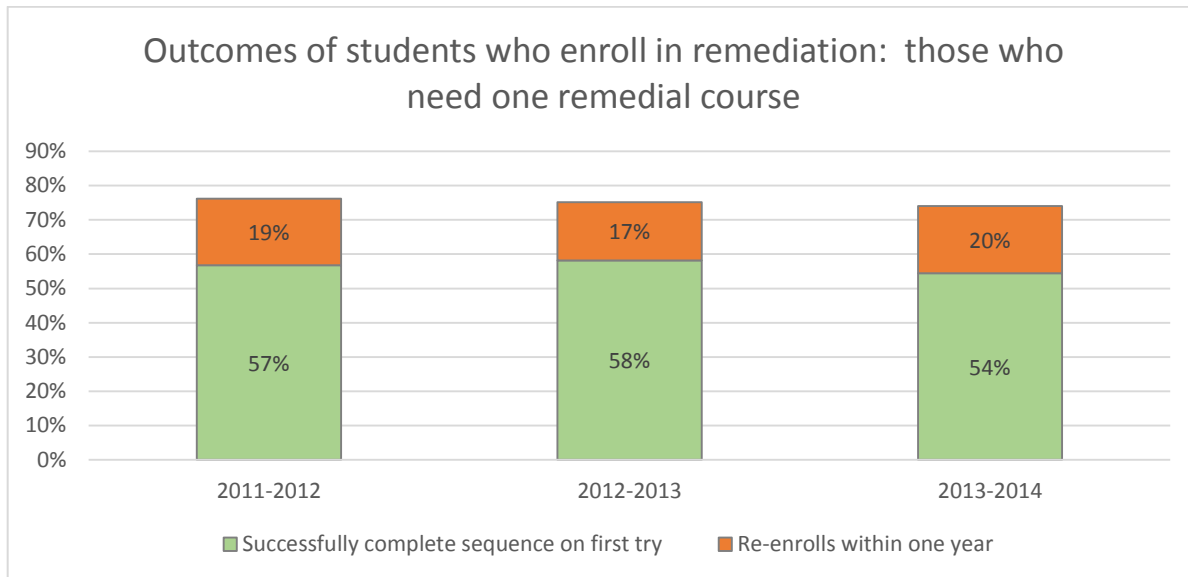
Note: This is calculated only for those in the Fall cohort: new first-time degree-seeking and transfer degree-seeking students.



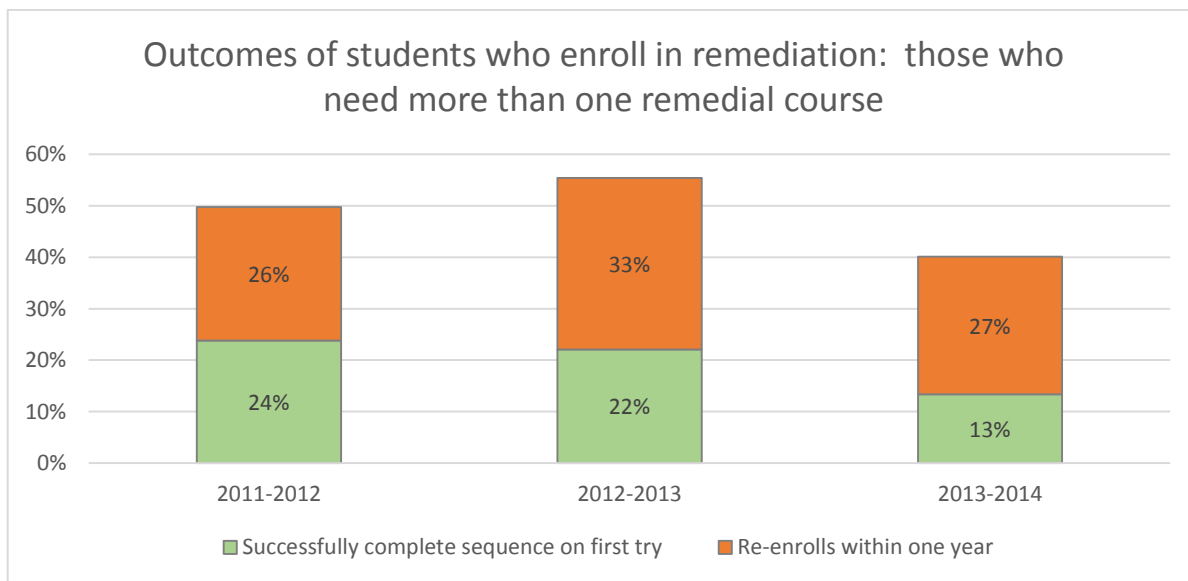
Note: This is calculated only for those in the Fall cohort: new first-time degree-seeking and transfer degree-seeking students. Data on those missing high school graduation dates is suppressed due to small cell sizes.



### Outcomes of those who enroll in remediation

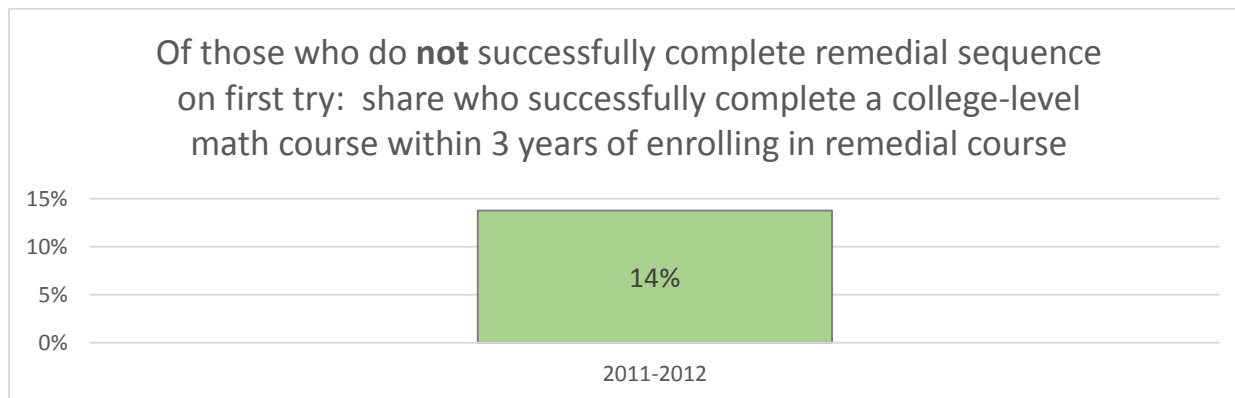


Note: This is calculated only for those in the Fall cohort: new first-time degree-seeking and transfer degree-seeking students.

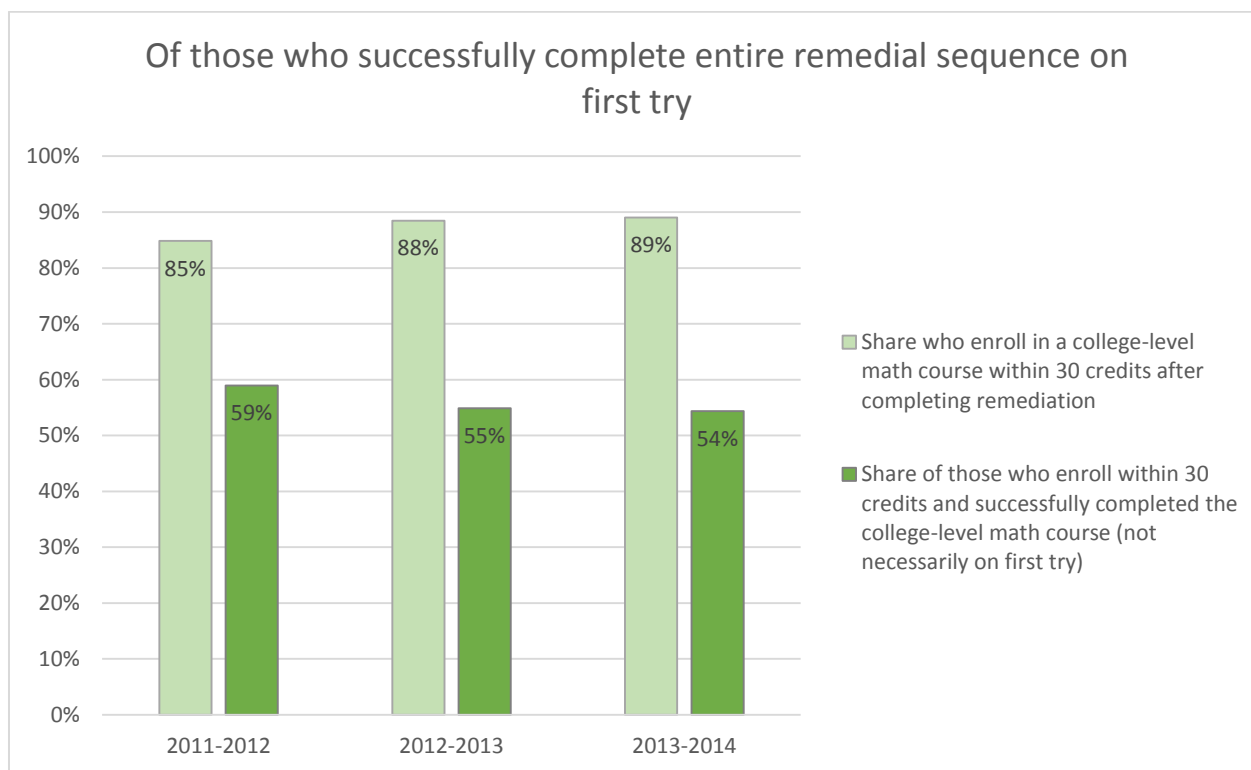


Note: This is calculated only for those in the Fall cohort: new first-time degree-seeking and transfer degree-seeking students.

**WORKSESSION  
OCTOBER 19, 2016**



Note: This is calculated only for those in the Fall cohort: new first-time degree-seeking and transfer degree-seeking students.

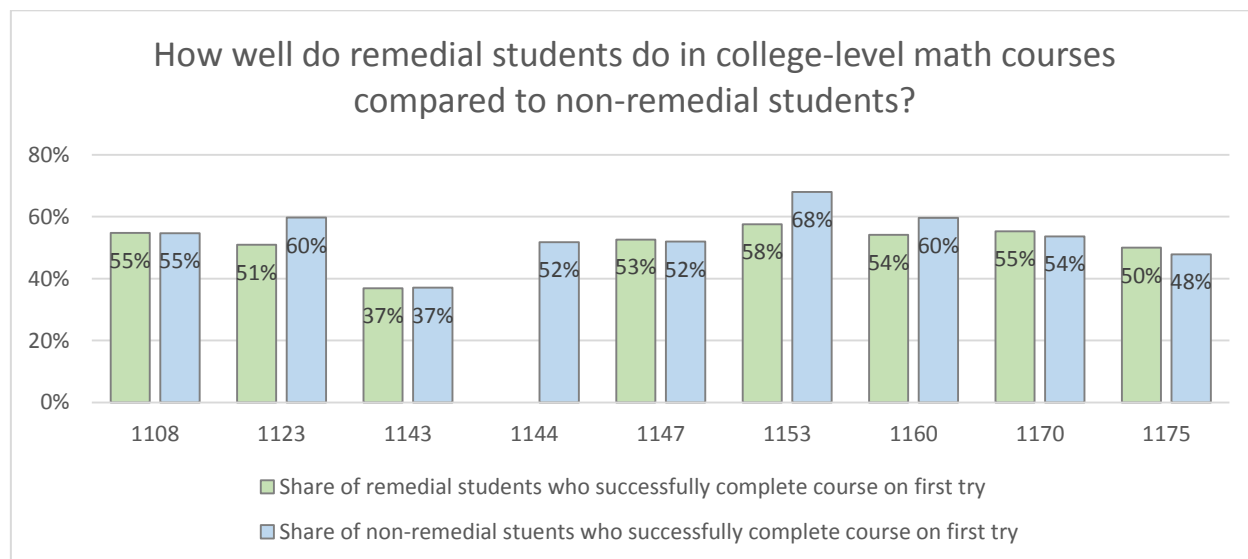


Note: This is calculated only for those in the Fall cohort: new first-time degree-seeking and transfer degree-seeking students.

## College-level math outcomes of those who enroll in remediation

Course name	Number of remedial students who complete remedial sequence on first try and subsequently enroll in a college-level math course				
	Course number	2011-2012	2012-2013	2013-2014	2014-2015
Intermediate Algebra	1108	186	196	116	115
Mathematics in Modern Society	1123	51	48	35	23
The Language of Mathematics	1127	< 10	< 10	< 10	< 10
Finite Mathematics	1130	< 10	< 10	< 10	< 10
College Algebra	1143	66	58	36	19
Trigonometry	1144	10	< 10	< 10	< 10
Precalculus	1147	< 10	11	< 10	12
Introduction to Statistics	1153	76	65	32	25
Applied Calculus	1160	15	< 10	< 10	< 10
Calculus I	1170	11	< 10	11	13
Calculus II	1175	< 10	< 10	< 10	< 10
Applied Discrete Structures	1187	< 10	< 10	< 10	< 10
Language of Statistics	1199	< 10	< 10	< 10	< 10
Linear Algebra	2240	< 10	< 10	< 10	< 10
Structure of Arith for EI Ed	2256	< 10	< 10	< 10	< 10
Structure Geo and Prob EI Ed	2257	< 10	< 10	< 10	< 10
Calculus III	2275	< 10	< 10	< 10	< 10
Statistical Methods	3350	< 10	< 10	< 10	< 10
Introduction to Probability	3352	< 10	< 10	< 10	< 10
Differential Equations	3360	< 10	< 10	< 10	< 10

Note: This is calculated only for those in the Fall cohort: new first-time degree-seeking and transfer degree-seeking students.

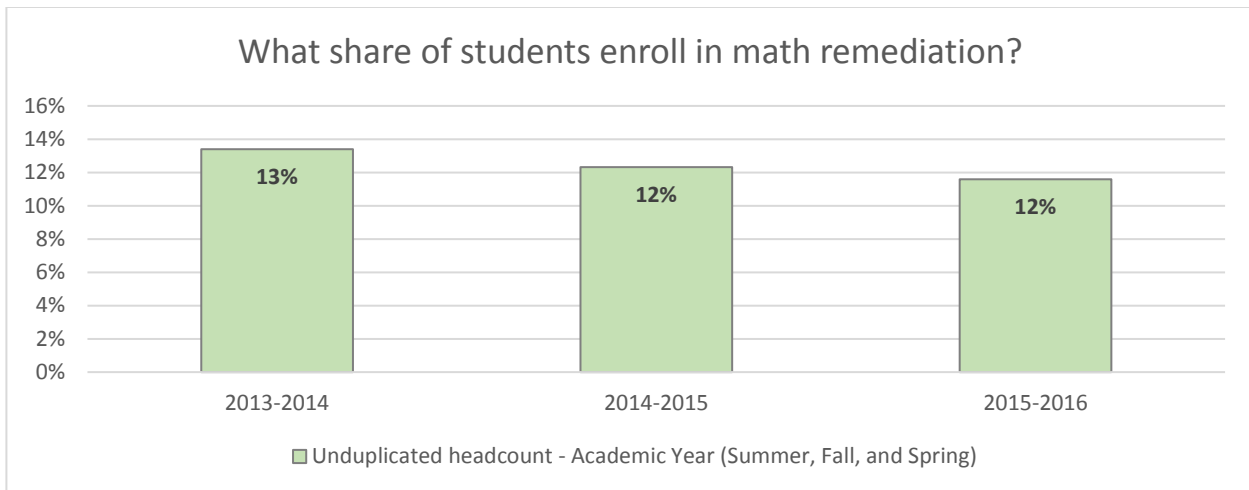
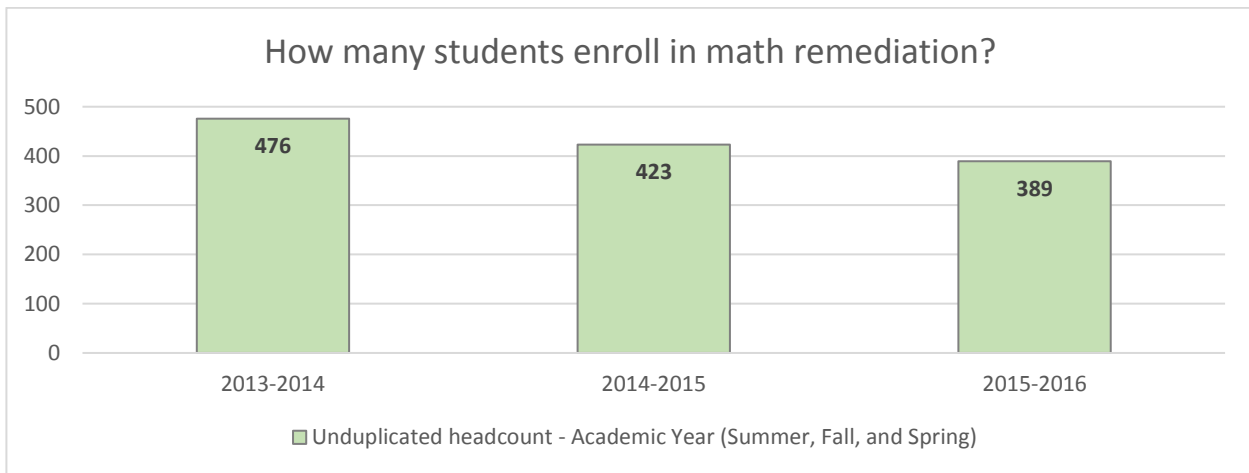


Note: This is calculated only for those in the Fall cohort: new first-time degree-seeking and transfer degree-seeking students. Only remedial students who completed remedial sequence on first try are included. Pass rates for remedial students in Math 1144 are suppressed due to small cell sizes but are higher than the pass rates for non-remedial students.

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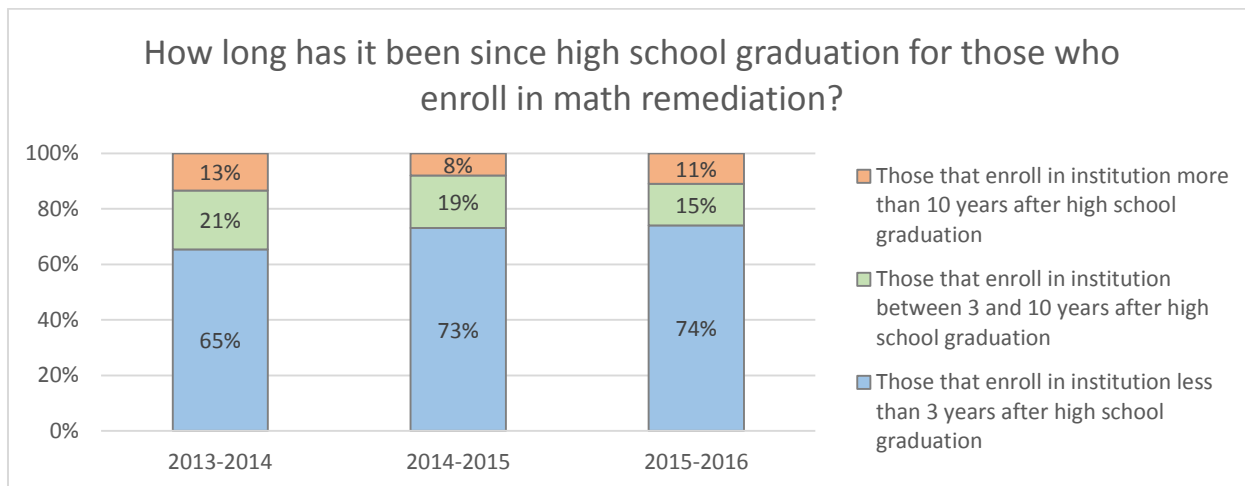
# Math Remediation at Lewis-Clark State College

General data on those who enroll in math remediation

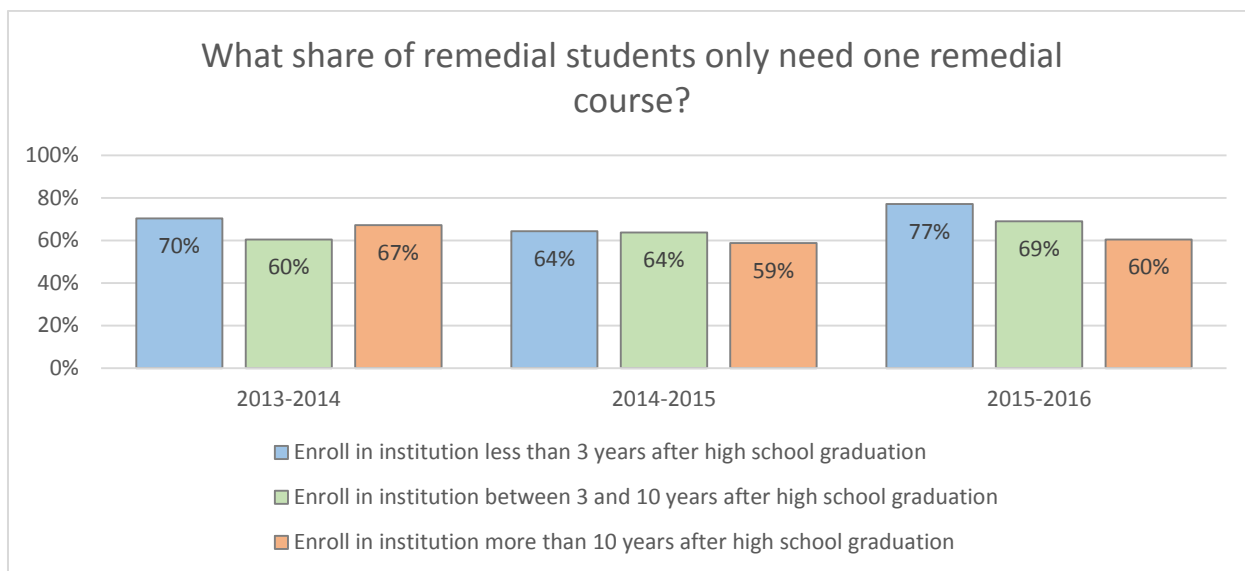


Note: The share of students enrolling in math remediation is calculated by dividing the unduplicated headcount for the academic year of those who enrolled in remediation by the total unduplicated headcount for the academic year excluding degree-seeking post-baccalaureate students.

**WORKSESSION  
OCTOBER 19, 2016**

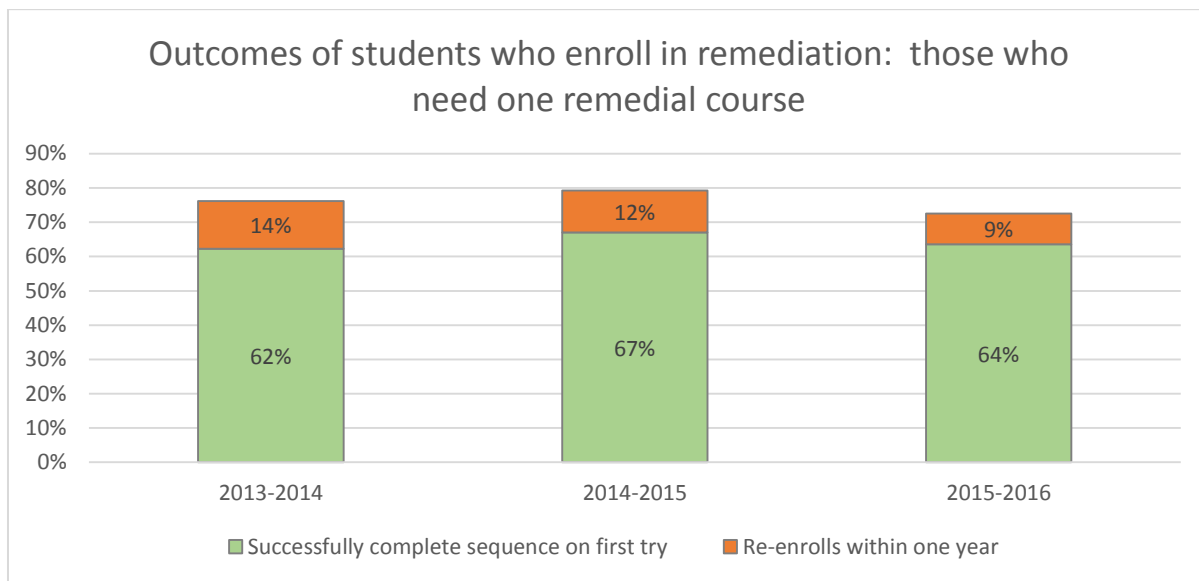


Note: This is calculated only for the unduplicated headcount across the entire academic year.

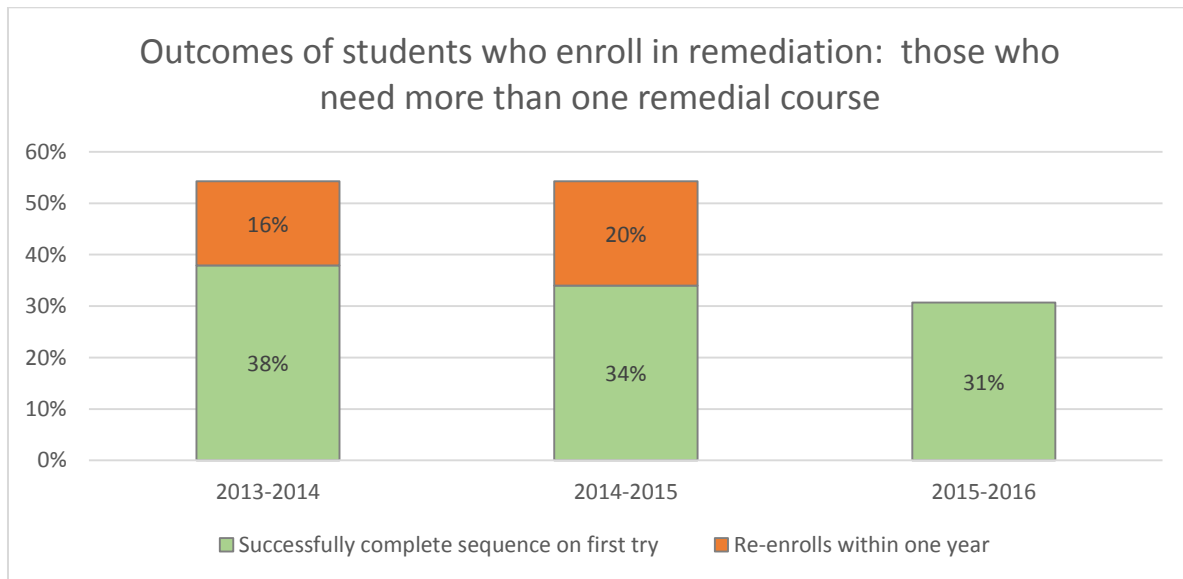


Note: This is calculated only for the unduplicated headcount across the entire academic year.

### Outcomes of those who enroll in remediation

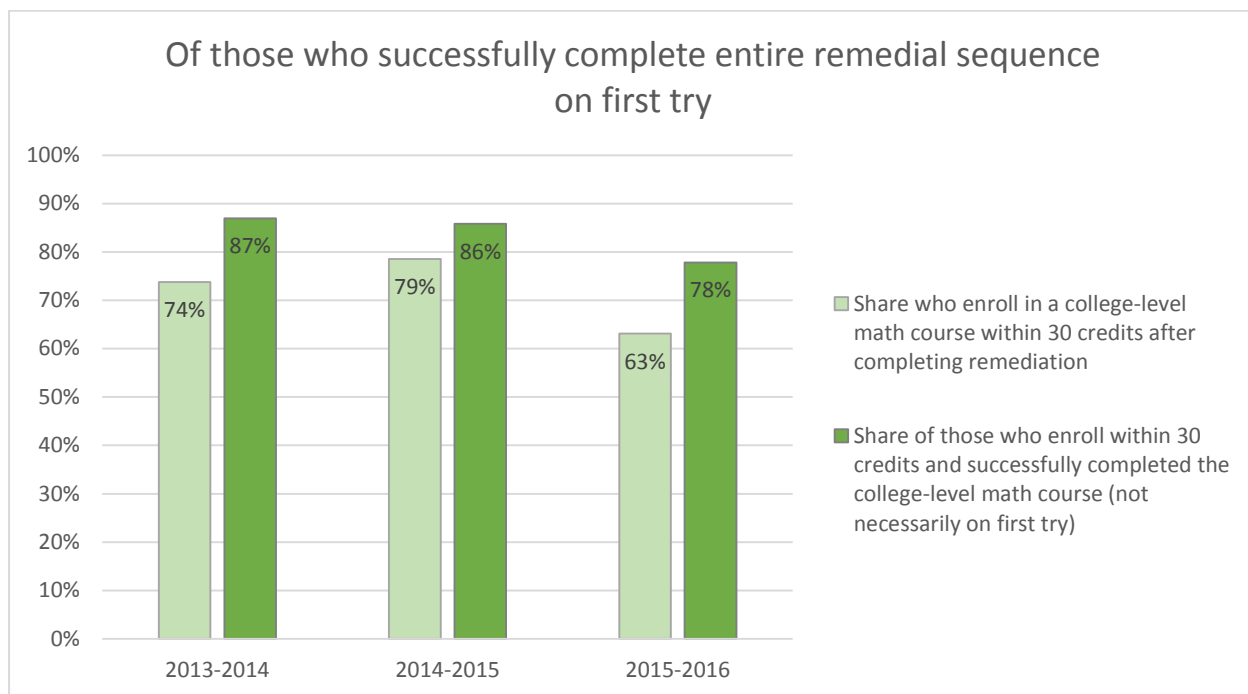


Note: This is calculated only for the unduplicated headcount across the entire academic year.



Note: This is calculated only for the unduplicated headcount across the entire academic year. Some data was suppressed in this graph due to small cell sizes.



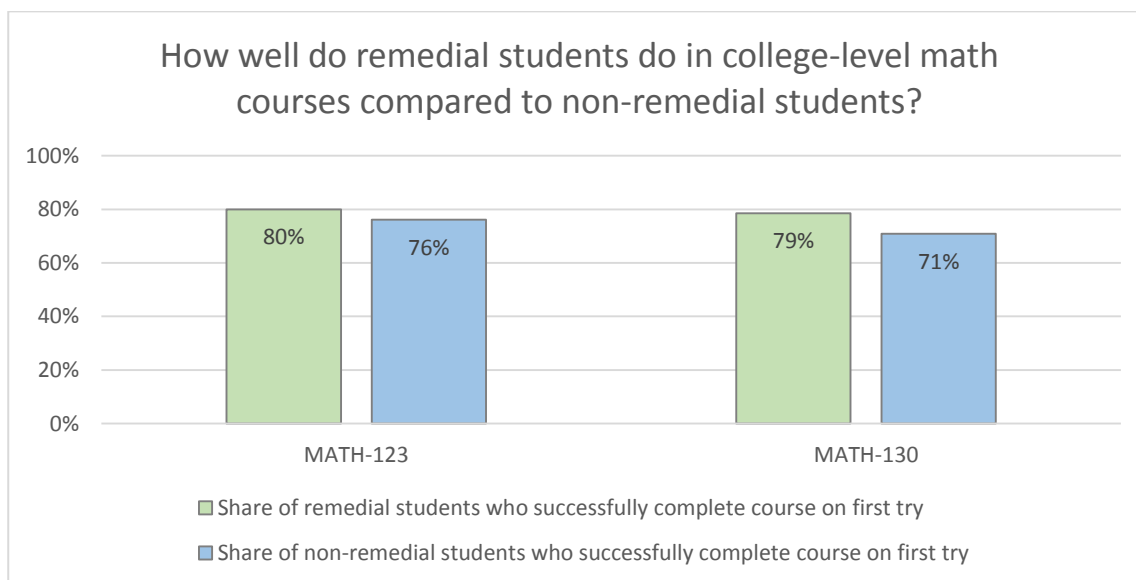


Note: This is calculated only for the unduplicated headcount across the entire academic year.

### College-level math outcomes of those who enroll in remediation

		Number of remedial students who complete remedial sequence on first try and subsequently enroll in a college-level math course		
Course name	Course number	2013-14	2014-15	2015-16
MATH AS A LIBERAL ART	123	91	88	56
FINITE MATH	130	27	21	22
PRECALCULUS ALGEBRA	143	10	< 10	< 10
PRECALCULUS TRIG	144 & 147B	< 10	< 10	< 10
PRECALCULUS	147	< 10	13	18
MATH FOR EL ED TEACHERS I	157	11	< 10	< 10
CALCULUS 1	170	< 10	< 10	< 10
DISCRETE MATH	186	< 10	< 10	< 10
QUANTITATIVE METHODS	254	< 10	< 10	< 10
MATH FOR EL ED TEACHERS II	257	< 10	< 10	< 10
MATH/BUSINESS ANALYSIS	130	< 10	< 10	< 10
MATH FOR TECHNOLOGY	137	32	28	16
MATH FOR ELECTRONICS	138	< 10	< 10	< 10

Note: This is calculated only for the unduplicated headcount across the entire academic year.

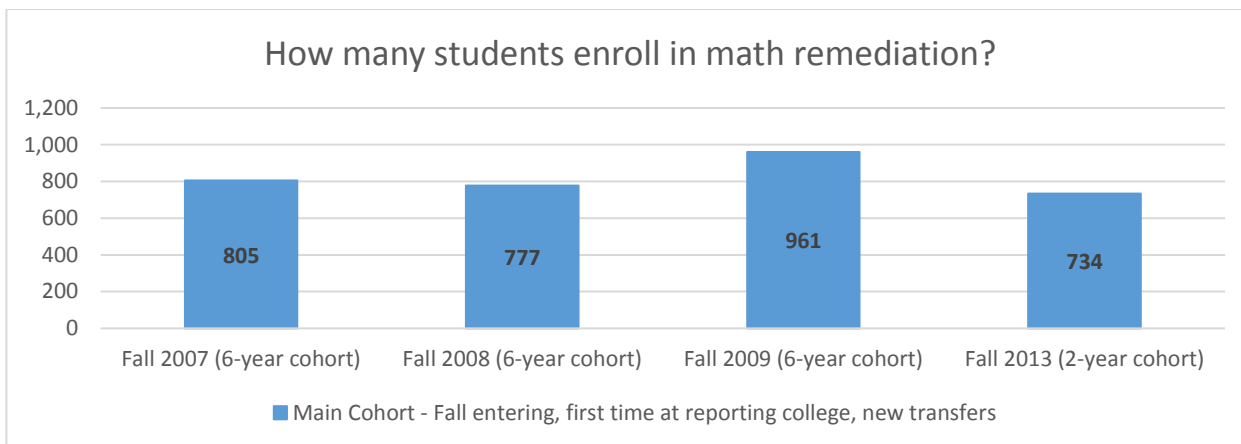


Note: This is calculated only for the unduplicated headcount across the entire academic year. Some data was suppressed due to small cell sizes.

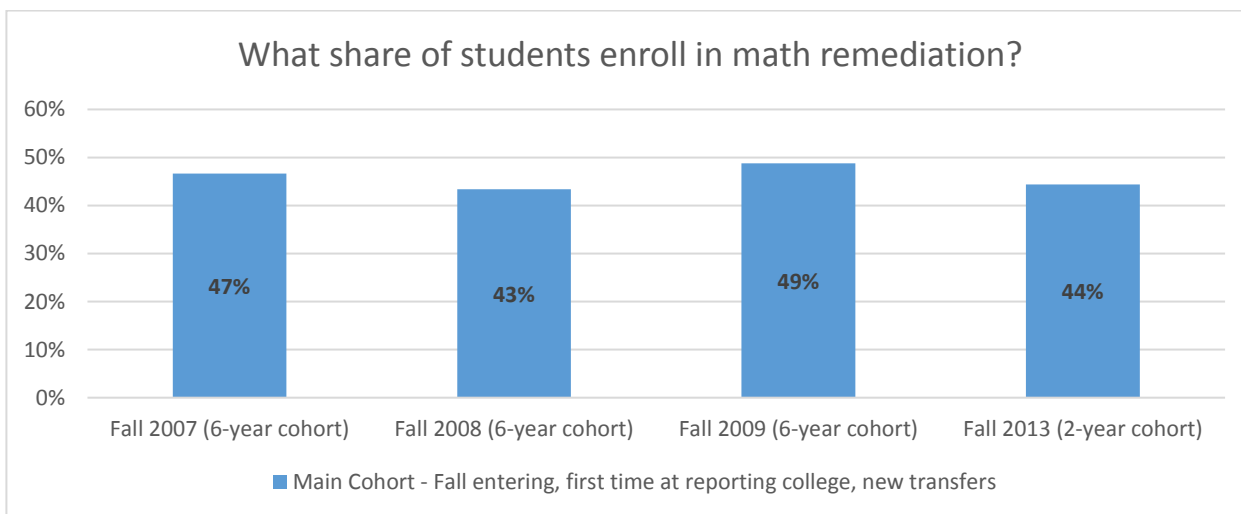
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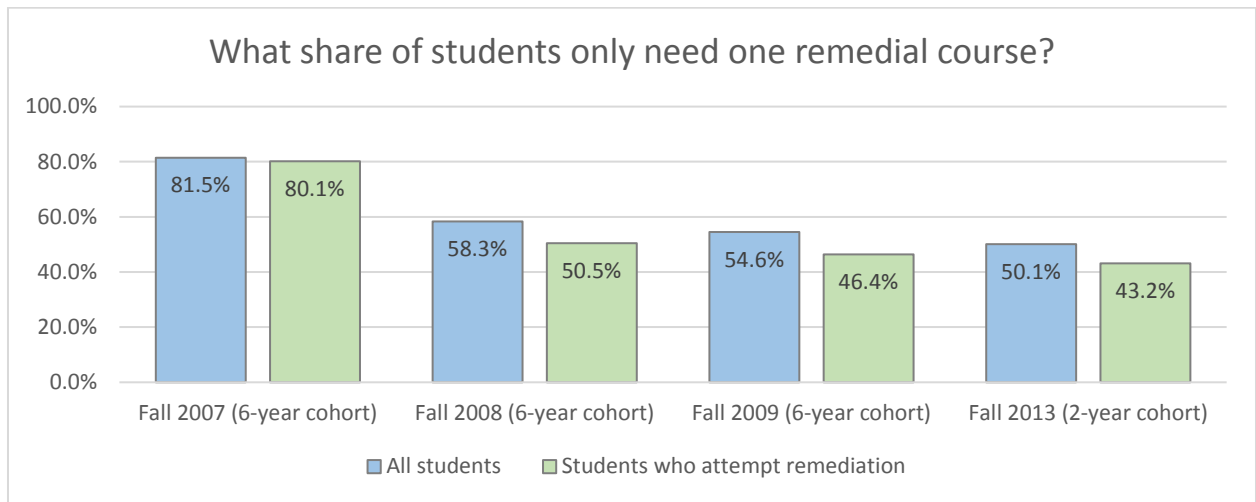
# Math Remediation at College of Southern Idaho

General data on those who enroll in math remediation



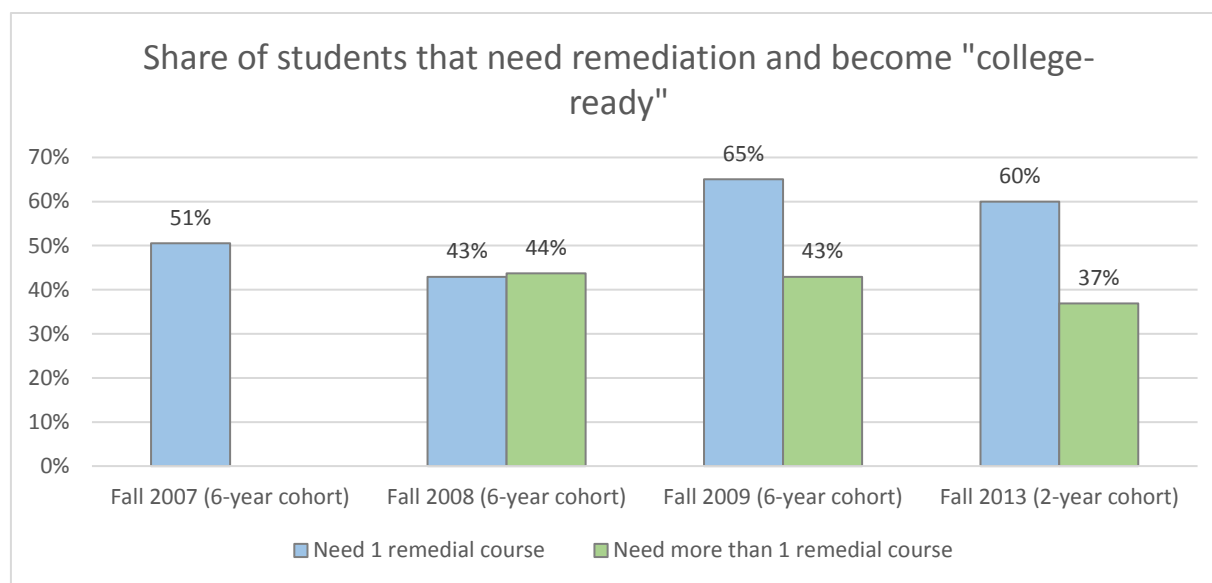
Note: This data conforms to data already reported in the Voluntary Framework of Accountability (VFA). VFA reports data based on six-year cohorts (six years since enrollment) and two-year cohorts (two years since enrollment). Information is provided on both types of cohorts where available.



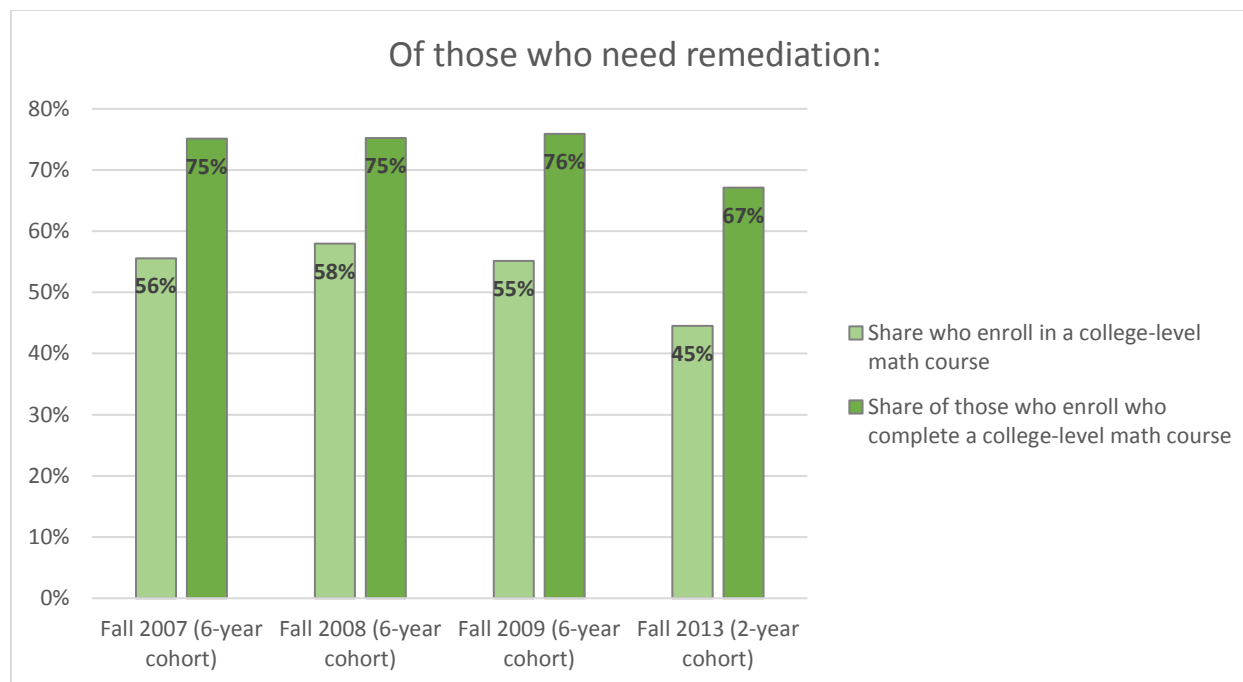


Note: This is calculated only for those in the VFA Main Cohort – Fall-entering, first-time at reported college, new transfers. All students includes all students needing remediation and just those students who enrolled in remediation. Students who attempt remediation are just those students who enroll in remediation.

### Outcomes of those who need remediation



Note: This is calculated only for those in the VFA Main Cohort – Fall-entering, first-time at reported college, new transfers. The denominator is all students who need remediation. VFA defines college-ready as those who successfully complete the highest level of remedial course with a C- or higher, successfully complete a college-level math course with a C- or better, or are formally reassessed and deemed college ready.

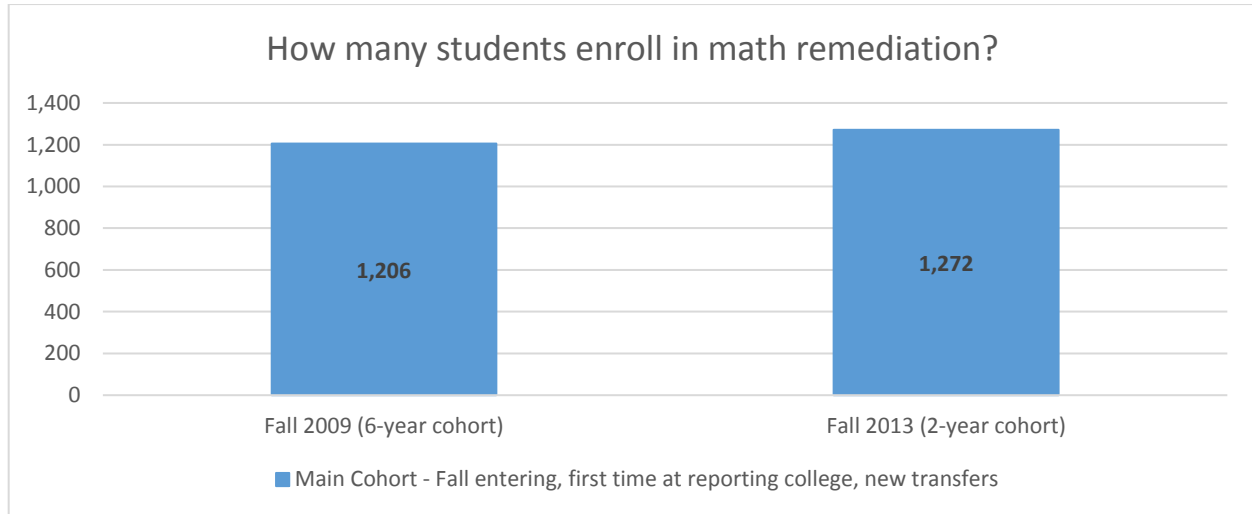


Note: This is calculated only for those in the VFA Main Cohort – Fall-entering, first-time at reported college, new transfers. Those that need remediation may or may not have actually enrolled in remediation prior to enrolling in the college-level math course.

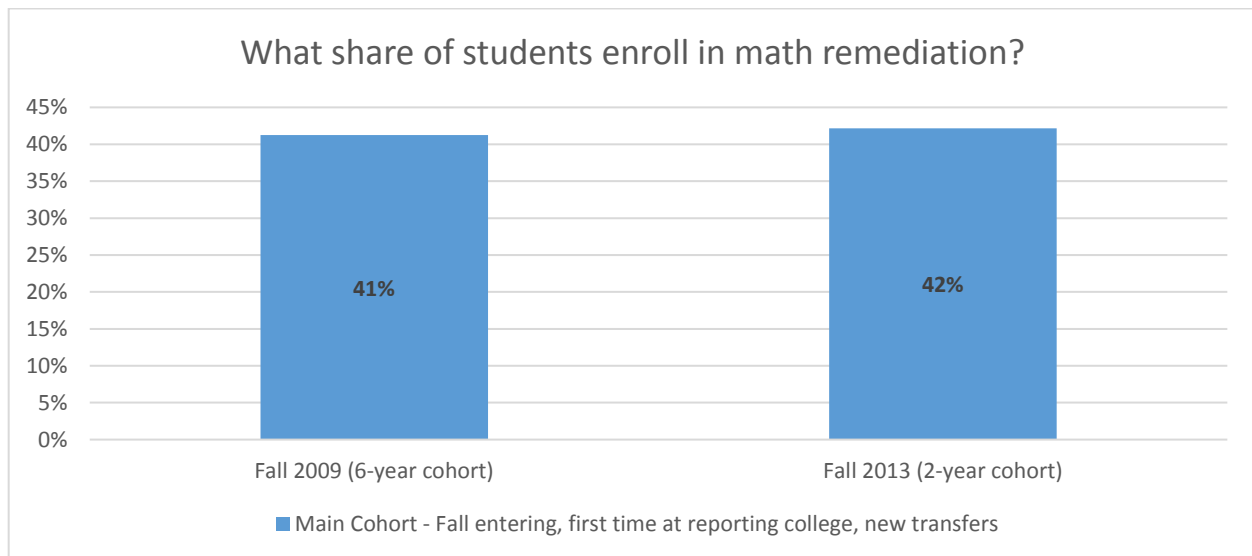
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# Math Remediation at the College of Western Idaho

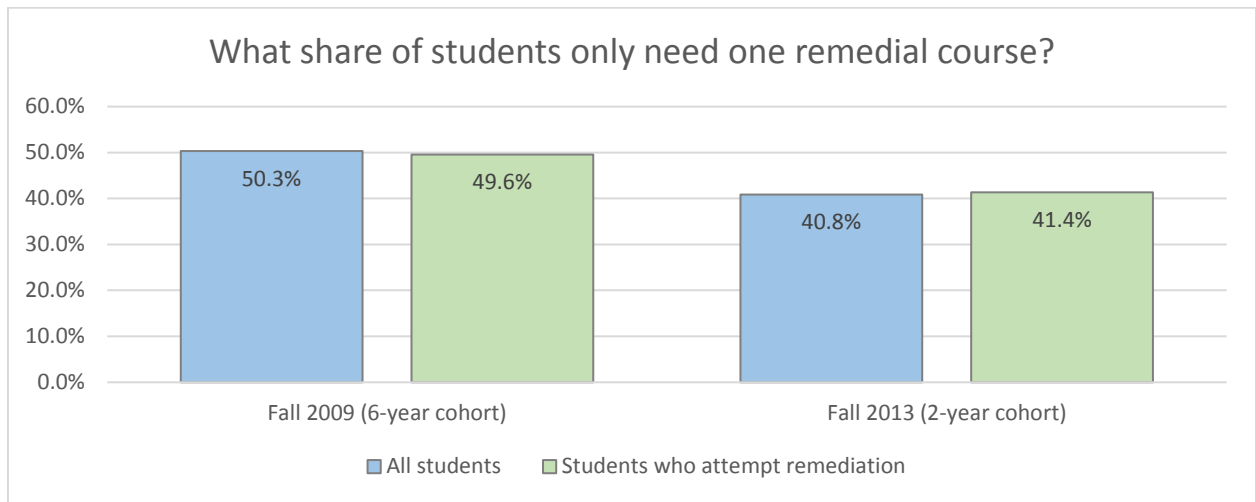
General data on those who enroll in math remediation



Note: This data conforms to data already reported in the Voluntary Framework of Accountability (VFA). VFA reports data based on six-year cohorts (six years since enrollment) and two-year cohorts (two years since enrollment). Information is provided on both types of cohorts where available.

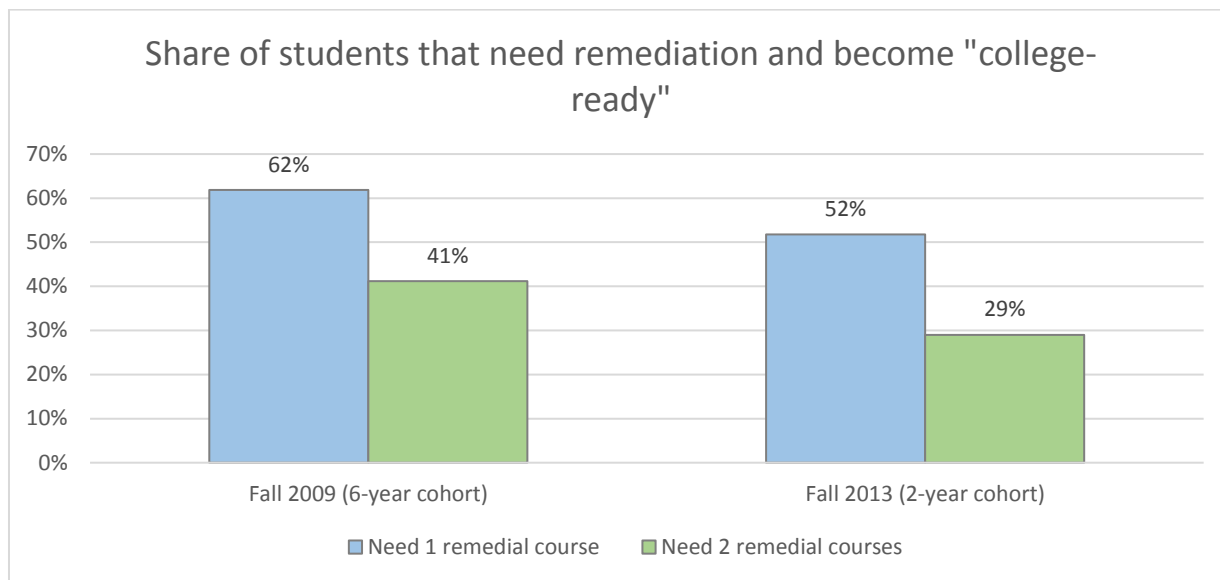




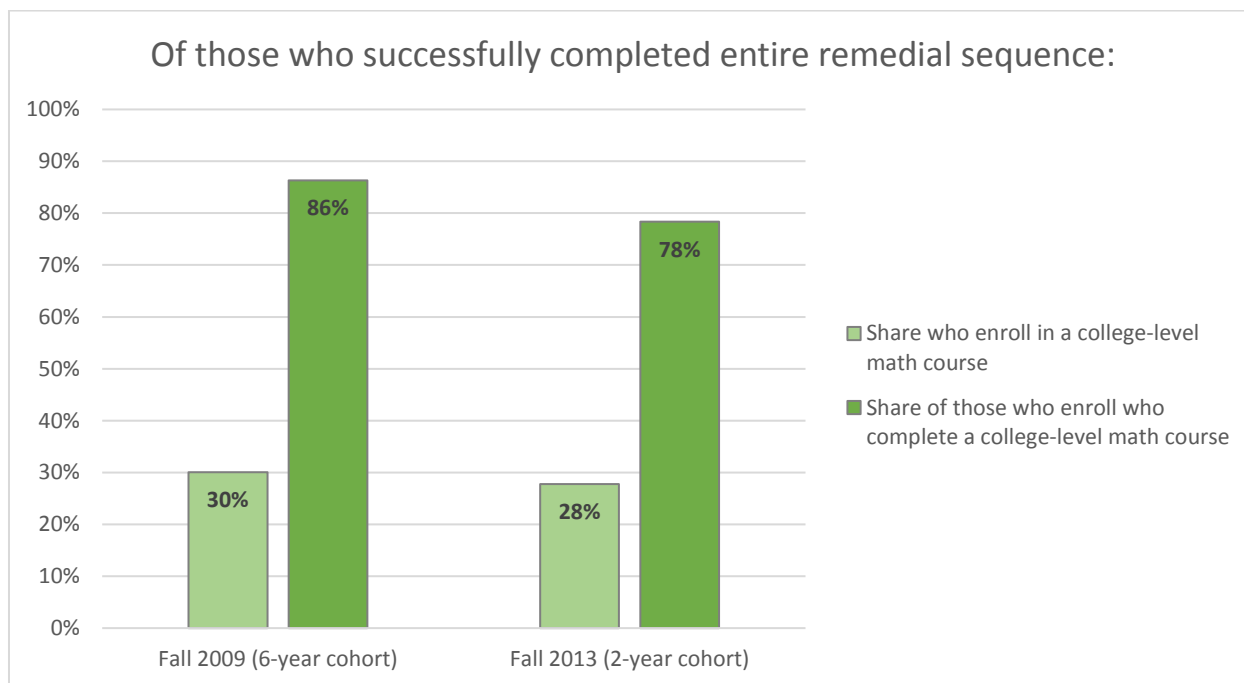


Note: This is calculated only for those in the VFA Main Cohort – Fall-entering, first-time at reported college, new transfers. All students includes all students needing remediation and just those students who enrolled in remediation. Students who attempt remediation are just those students who enroll in remediation.

### Outcomes of those who need remediation



Note: This is calculated only for those in the VFA Main Cohort – Fall-entering, first-time at reported college, new transfers. The denominator is all students who need remediation. VFA defines college-ready as those who successfully complete the highest level of remedial course with a C- or higher, successfully complete a college-level math course with a C- or better, or are formally reassessed and deemed college ready.

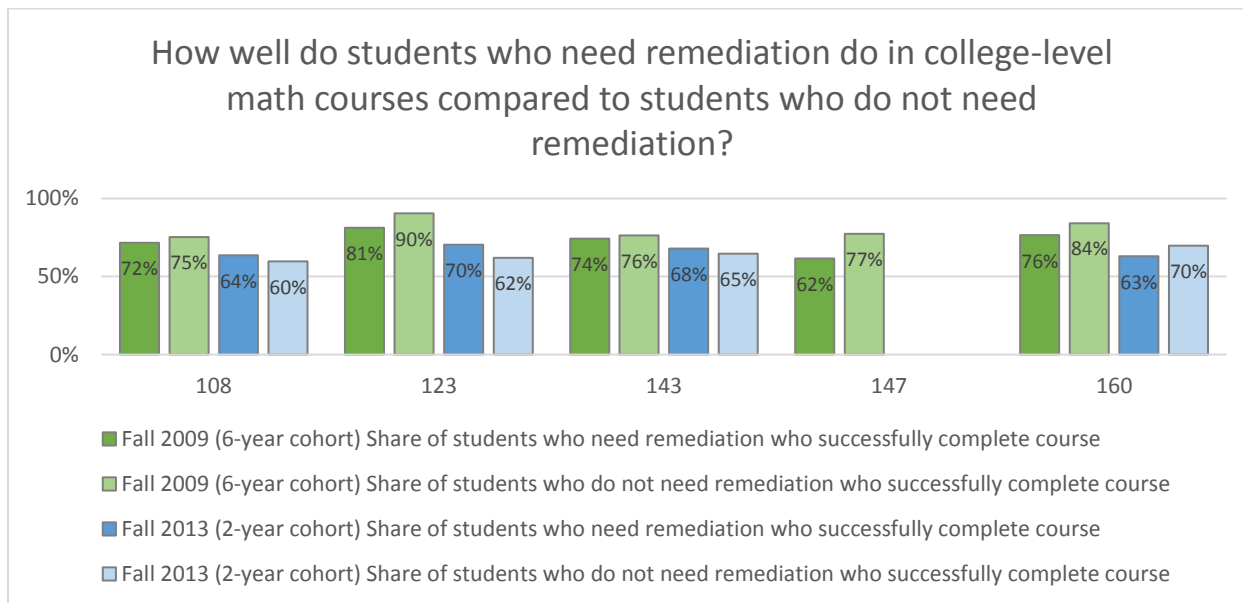


Note: This is calculated only for those in the VFA Main Cohort – Fall-entering, first-time at reported college, new transfers.

## College-level math outcomes for those that needed remediation

	Number of students who need remediation and enroll in a college-level math course		
Course name	Course number	Fall 2009 (6-year cohort)	Fall 2013 (2-year cohort)
Intermediate Algebra	108	467	346
Math in Modern Society	123	469	236
College Algebra	143	276	181
Trigonometry	144	27	13
Precalculus	147	26	22
Elementary Statistics	153	<10	15
Math for Elementary Teachers 1	157	11	<10
Brief Calculus	160	51	27
Calculus 1	170	12	16
Calculus 2	175	<10	<10
Discrete Mathematics	176	<10	<10
Elementary Statistics	253	33	14
Math for Elementary Teachers 2	257	<10	<10
Calculus 3	275	<10	<10

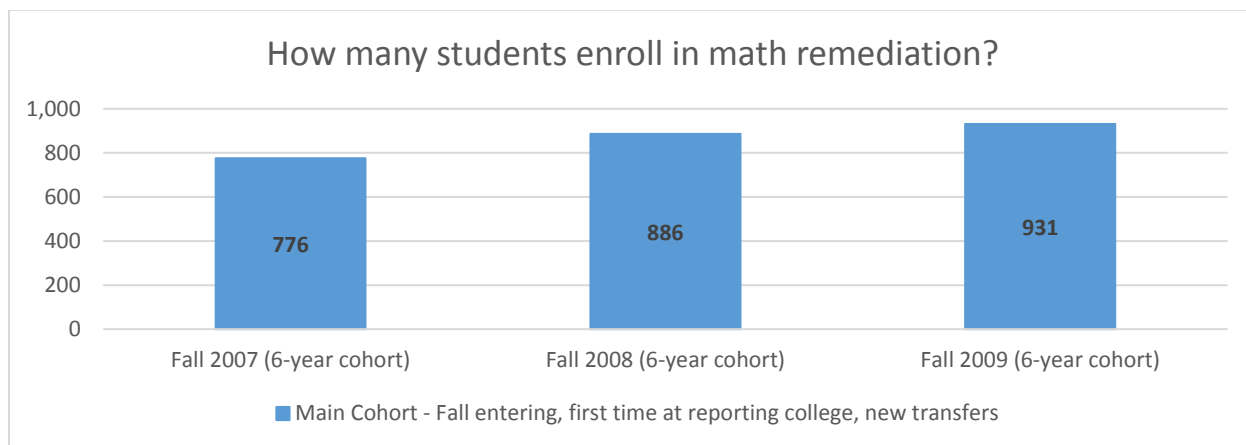
Note: This is calculated only for those in the VFA Main Cohort – Fall-entering, first-time at reported college, new transfers. Note that this includes all students who needed remediation and not just those who actually enrolled in it.



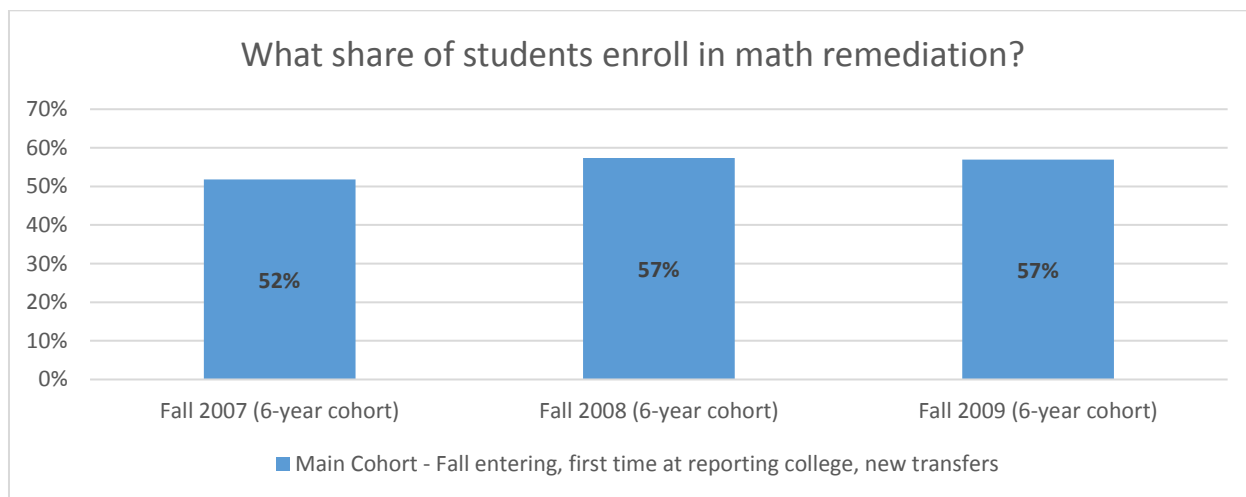
Note: This is calculated only for those in the VFA Main Cohort – Fall-entering, first-time at reported college, new transfers. Remedial students are those students who need remediation and not just those who actually enrolled in it. Non-remedial students are those students who did not need remediation. Some pass rates are suppressed due to small cell sizes.

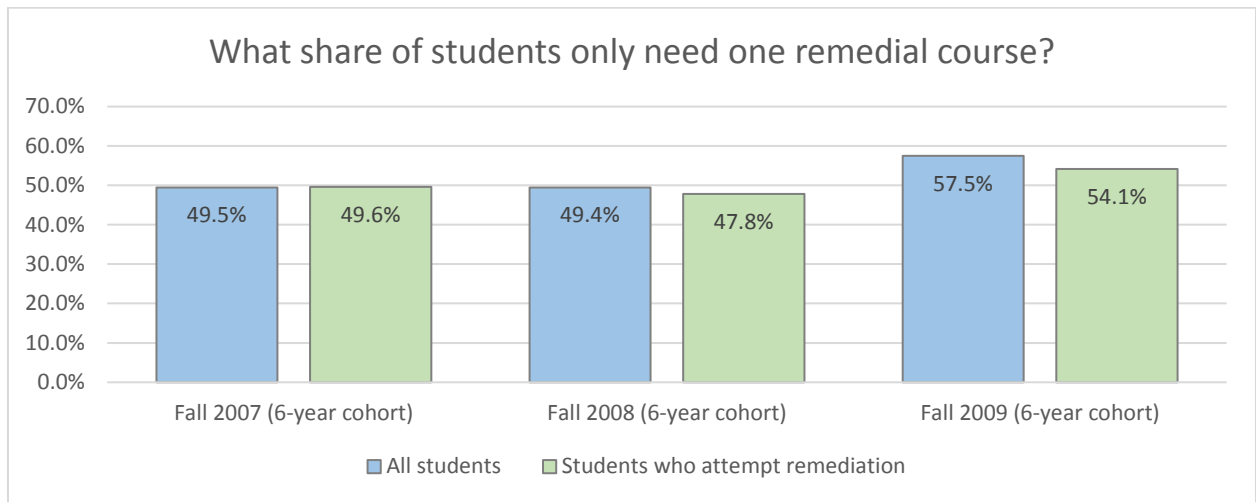
## Math Remediation at North Idaho College

General data on those who enroll in math remediation



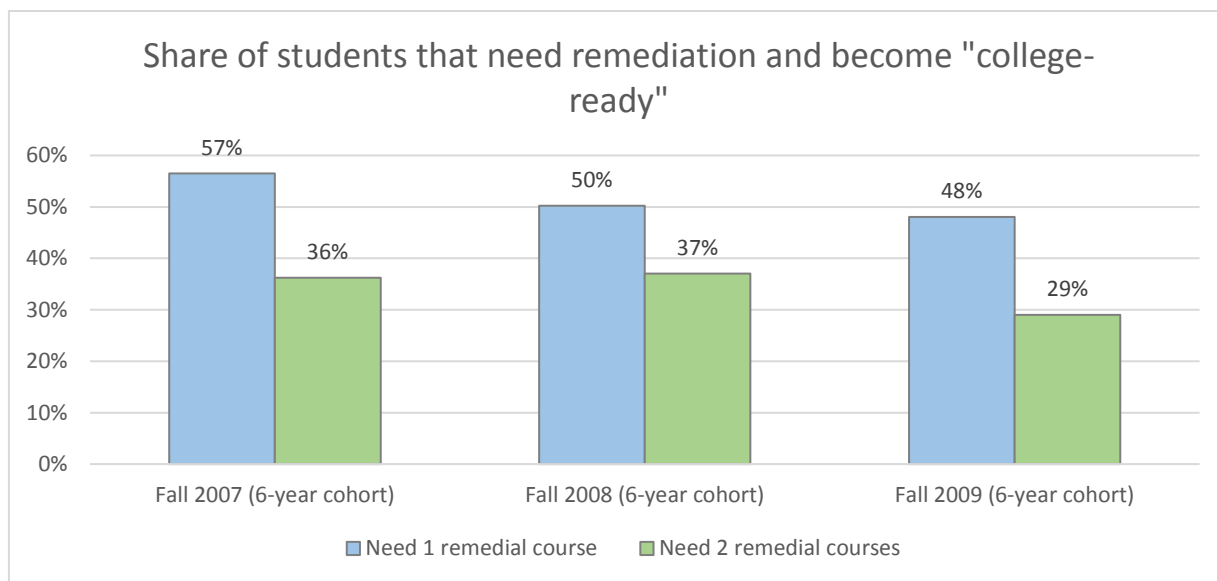
Note: This data conforms to data already reported in the Voluntary Framework of Accountability (VFA). VFA reports data based on six-year cohorts (six years since enrollment) and two-year cohorts (two years since enrollment). Information is provided on both types of cohorts where available.



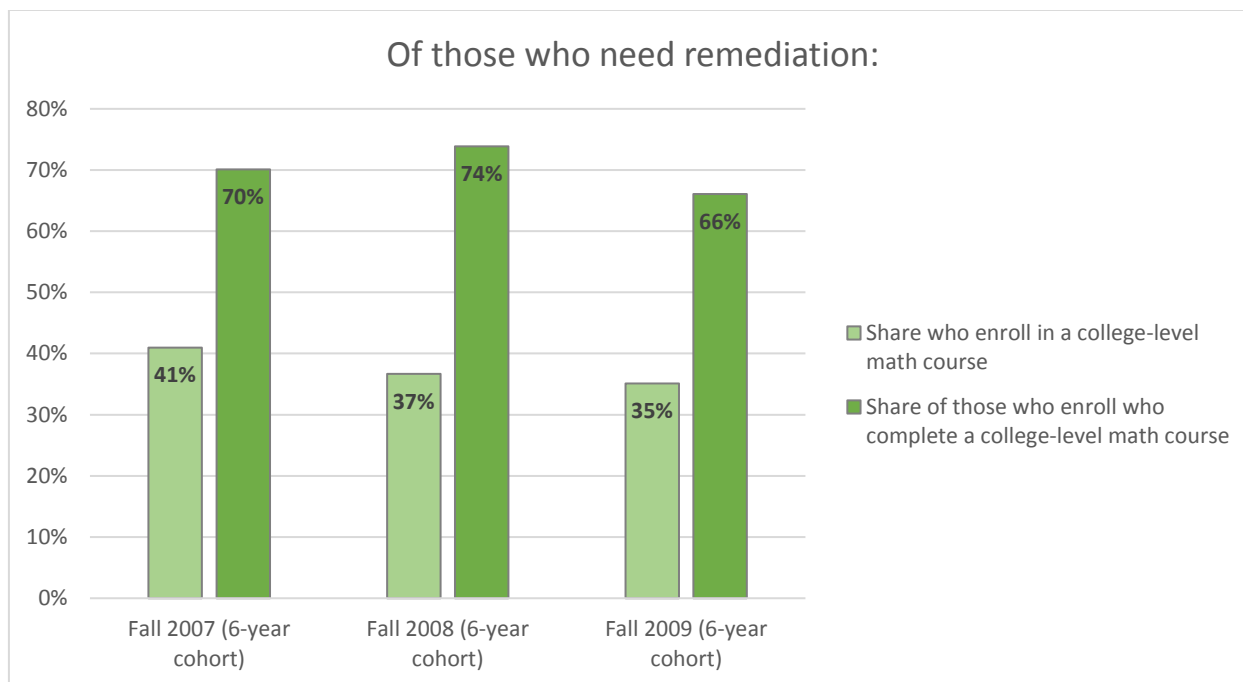


Note: This is calculated only for those in the VFA Main Cohort – Fall-entering, first-time at reported college, new transfers. All students includes all students needing remediation and just those students who enrolled in remediation. Students who attempt remediation are just those students who enroll in remediation.

### Outcomes of those who need remediation



Note: This is calculated only for those in the VFA Main Cohort – Fall-entering, first-time at reported college, new transfers. The denominator is all students who need remediation. VFA defines college-ready as those who successfully complete the highest level of remedial course with a C- or higher, successfully complete a college-level math course with a C- or better, or are formally reassessed and deemed college ready.



Note: This is calculated only for those in the VFA Main Cohort – Fall-entering, first-time at reported college, new transfers. Those that need remediation may or may not have actually enrolled in remediation prior to enrolling in the college-level math course.

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**WORKSESSION  
OCTOBER 19, 2016**



**Idaho Career & Technical Education Teacher Education Pipeline and  
Related Program Information**

Prepared for Idaho State Board of Education Review  
October 14, 2016

**CTE Teacher Preparation Pipeline  
Graduate Information 2014, 2015, 2016**

CTE Institution of Higher Education	Academic Year												Notes
	2013-14				2014-15				2015-16				
	Ag Ed	Bus/Mkt Ed	FACS	Tech Ed	Ag Ed	Bus/Mkt Ed	FACS	Tech Ed	Ag Ed	Bus/Mkt Ed	FACS	Tech Ed	
<b>Idaho State University</b>	N/A	5	3	N/A	N/A	11	1	N/A	N/A	3	3	N/A	Graduates with a Master's or B.S. degree in Human Resource Training and Development with CTE emphasis: ♦ 2013-14: 24 ♦ 2014-15: 14 ♦ 2015-16: 16  Of the 14 Ag Ed graduates in 2016, six (6) were out-of-state candidates.
<b>University of Idaho</b>	4	1	0	6	4	1	0	0	14	1	0	0	
<b>TOTALS</b>	4	6	3	6	4	12	1	0	14	4	3	0	
	<b>19</b>				<b>17</b>				<b>21</b>				

Ag Ed = Agriculture and Natural Resources Education; Bus/Mkt Ed = Business & Marketing Education; FACS = Family and Consumer Sciences; Tech Ed = Technology Education

**Limited Occupational Specialist (LOS) Certifications**

*Secondary LOS Certifications Awarded 2014, 2015, 2016*

Degree Program Area	Academic Year			
	2013-14	2014-15*	2015-16	2016-17**
<b>Agricultural Science &amp; Technology Education</b>	Unavailable	0	4	12
<b>Business/ Marketing Education</b>	Unavailable	1	10	29
<b>Family and Consumer Sciences</b>	Unavailable	1	3	7
<b>Engineering &amp; Technology Education</b>	Unavailable	0	8	11
<b>TOTALS</b>	-	2	25	59

\*Incomplete data; awaiting data pull from SDE

\*\*In progress; Still certifying for 2016-17

**Secondary Programs Closed**

*2014, 2015, 2016*

Program Area	Academic Year		
	2013-14	2014-15	2015-16*
<b>Agriculture and Natural Resources</b>	1	1	TBD
<b>Business/ Marketing Technology</b>	4	4	TBD
<b>Family and Consumer Sciences</b>	24	7	TBD
<b>Engineering &amp; Technology Education</b>	11	10	TBD
<b>TOTALS</b>	40	22	TBD

\*Currently unable to run database report



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**CONSENT AGENDA  
OCTOBER 20, 2016**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>BAHR – SECTION II – IDAHO STATE UNIVERSITY MULTI-YEAR CONTRACT – SPEEDCONNECT</b>	Motion to Approve
2	<b>BAHR – SECTION II – UNIVERSITY OF IDAHO LICENSE AGREEMENT – SPRINT INFRASTRUCTURE – OPERATION AND MAINTENANCE OF THEOPHILUS TOWER</b>	Motion to Approve
3	<b>BAHR – SECTION II – UNIVERSITY OF IDAHO LICENSE AGREEMENT – SPRINT INFRASTRUCTURE– OPERATION AND MAINTENANCE OF UI “I” WATER TANK</b>	Motion to Approve
4	<b>BAHR – SECTION II – UNIVERSITY OF IDAHO DONATION TO COEUR D’ALENE CENTER “FIBER LINE”</b>	Motion to Approve
5	<b>PPGA – INDIAN EDUCATION COMMTEE APPOINTMENTS</b>	Motion to Approve
6	<b>PPGA – STATE REHABILITATION COUNCIL APPOINTMENTS</b>	Motion to Approve
7	<b>PPGA – PRESIDENT APPROVED ALCOHOL PERMITS</b>	Information Item
8	<b>SDE – 2015-2016 ADVANCEED ACCREDITATION REPORT</b>	Motion to Approve
9	<b>SDE – CASSIA COUNTY SCHOOL DISTRICT – ALBION ELEMENTARY SCHOOL – HARDSHIP STATUS</b>	Information Item

**CONSENT AGENDA  
OCTOBER 20, 2016**

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**BOARD ACTION**

I move to approve the Consent Agenda as presented.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**CONSENT AGENDA  
OCTOBER 20, 2016**

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Approval of a thirty (30) year contract with SpeedConnect.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

In 2006, the FCC granted Idaho State University (ISU) the right to lease its excess broadband capacity, and ISU entered into two (2) ten (10) year contracts with Teton Wireless Television, Inc. to lease these wireless frequencies for educational use in Idaho Falls and in Twin Falls. SpeedConnect purchased Teton Wireless Television, Inc. in 2012. The contracts expired on April 30, 2016; however, the contracts were extended through December 31, 2016.

On June 28, 2016, ISU released a Request for Bid (RFB) seeking a partner to utilize the 2.5 GHz wireless frequencies to provide developed solutions that ISU could use to meet its educational use requirement with the FCC and to create a revenue stream to further ISU's educational objectives. The RFB was released for open competition for a period of thirty (30) days. Respondents were required to provide, in detail, their intentions for the use of the available wireless frequencies, how they would meet ISU's educational use requirements, and how they would provide the best financial return for ISU.

The RFB was released to four (4) potential leasing partners, and two responded: 1) White Cloud Communications Inc., an Idaho company that specializes in two-way radio communications; and 2) SpeedConnect, a broadband wireless Internet service provider with an office in Idaho Falls, Idaho.

ISU evaluated the lease terms, annual payment increases, and any additional recompense described therein, and determined that the SpeedConnect proposal provided a clear financial advantage to ISU. The revenue generation offered by SpeedConnect, \$1.5 million, over the thirty (30) year life of the agreement, is \$497,300 over that of the White Cloud proposal. ISU plans to use the revenue generated through this agreement to further the ISU educational mission.

**IMPACT**

Approval of the agreement brings revenue to ISU in the amount of \$1,504,103.72 over a thirty (30) year period (see Schedule 2(a) Monthly Fee Schedule).

**ATTACHMENTS**

Attachment 1 – SpeedConnect Contract	Page 3
Attachment 2 – FCC Lease Approval WNC731-4.11.12-1	Page 25
Attachment 3 – FCC Lease Approval WND516-4.11.12-1	Page 27

**CONSENT AGENDA  
OCTOBER 20, 2016**

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**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval.

**BOARD ACTION**

I move to approve the request by Idaho State University to enter into a long-term contract with SpeedConnect as presented in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**EDUCATIONAL BROADBAND SERVICE  
LONG-TERM *DE FACTO* TRANSFER LEASE AGREEMENT**

THIS Educational Broadband Service (“**EBS**”) Long-Term *De Facto* Transfer Lease Agreement (the “**Agreement**”) is entered into as of \_\_\_\_\_, 2016 (the “**Effective Date**”), by and between Idaho State University, an Idaho educational institution (the “**Licensee**”), and SpeedConnect LLC, a Michigan Limited Liability Company (“**SpeedConnect**”) (each sometimes referred to as “**Party**” and collectively as “**Parties**”).

WHEREAS the Federal Communications Commission (“**FCC**”) has authorized EBS channels G1, G2, G3 and G4, together with any associated guardband channels, that may be granted under call sign WND516 (the “**Idaho Falls License**” or the “**Idaho Falls Channels**”) to Licensee to transmit in the Idaho Falls, Idaho area (the “**Idaho Falls Market**”);

WHEREAS the Federal Communications Commission (“**FCC**”) has authorized EBS channels G1, G2, G3 and G4, together with any associated guardband channels, that may be granted under call sign WNC731 (the “**Twin Falls License**” (collectively, with the Idaho Falls License, the “**Licenses**”) or the “**Twin Falls Channels**” (collectively, with the Idaho Falls Channels, the “**Channels**”) to Licensee to transmit in the Idaho Falls, Idaho area (the “**Twin Falls Market**”, collectively, with the Idaho Falls Market, the “**Markets**”);

WHEREAS Licensee and SpeedConnect (as successor-in-interest to Teton Wireless Television, Inc.), are parties to a separate EBS Excess Capacity Use and Royalty Agreement dated February 21, 2006, as amended, for each License pursuant to which SpeedConnect currently leases from Licensee certain excess capacity on the Channels (the “**Original Leases**”);

WHEREAS the Parties desire to replace the Original Leases in their entirety with this Agreement; and

WHEREAS the Parties have agreed to enter into this Agreement for Licensee to lease to SpeedConnect the capacity on the Channels which, pursuant to the rules, regulations and policies of the FCC (the “**FCC Rules**”), can be made available for commercial use, in accordance with the terms and conditions below, and subject to FCC approval, and SpeedConnect desires to use such capacity, together with any other spectrum which SpeedConnect may use in the Market to provide wireless services (all such spectrum and any facilities used in the Market in connection with the provision of wireless services being the “**Wireless System**”);

THEN, in consideration of the promises and covenants set forth in this Agreement, and for good and valuable consideration, the sufficiency of which is acknowledged by the Parties’ signatures, the Parties agree as follows:

**1. LEASE TERM AND RENEWAL**

(a) **Initial Term and Extension.** Subject to Subsection 1(c) and/or the earlier termination of this Agreement in accordance with Section 11, the initial term will begin on January 1, 2017 (the “**Commencement Date**”), and will end on the date that each License expires (the “**Initial Term**”).

(b) **Renewal.** Subject to Subsection 1(c) and/or the earlier termination of this Agreement in accordance with Section 11, this Agreement will renew for successive terms on the date that each License is renewed by the FCC (“**Renewal Date**”) and expire when each renewed License expires (each, a “**Renewal Term**”); provided that the final Renewal Term will conclude thirty (30) years after the Commencement Date, for a maximum Agreement duration of thirty (30) years. The Renewal Terms will occur automatically unless SpeedConnect notifies the Licensee in writing at least twelve (12) months prior to the end of the Initial Term or any Renewal Term that it declines to renew the Agreement. The terms and conditions of this Agreement apply to each Renewal Term. The Initial Term and all Renewal Terms are collectively referred to herein as the “**Term.**”

(c) **Renewal of Licenses and Extension of Agreement.** If either of the Licenses expire during the Initial Term and/or any Renewal Term, then this Agreement will also expire at such time unless such License is renewed and FCC authorization for this Agreement is extended. Licensee and SpeedConnect will cooperate to timely file a renewal application for the Licenses, in conjunction with a request for an extension of the then-applicable Initial Term or Renewal Term of this Agreement, to the date that is ten (10) years from the beginning of such Initial Term or Renewal Term, except that in the case of the final Renewal Term, to the date that is thirty (30) years after the Commencement Date. This Agreement will continue to apply unless the FCC denies by Final Order any application for renewal of the Licenses or extension of the Term. “Final Order” means an order issued by the FCC that is in full force and effect and as to which (i) no timely filed petition for reconsideration, application for review or appeal is pending and (ii) the time for the filing of any such petition, application or appeal has passed.

## 2. COMPENSATION

(a) **Monthly Fee.** Beginning within ten (10) business days of the Commencement Date, and on the first day of each month thereafter throughout the Term, SpeedConnect will pay Licensee a monthly fee as specified in the attached Schedule 2(a) (the “**Monthly Fee**”) for use of SpeedConnect Capacity (as defined below). The Monthly Fee due for any partial calendar month, at the commencement of the Initial Term or expiration of the Term, will be prorated accordingly. SpeedConnect’s obligation to pay the Monthly Fee is subject to Licensee delivering to SpeedConnect (i) a completed IRS Form W-9 (attached hereto as Exhibit A) and (ii) payment instructions in the form attached as Exhibit B or otherwise in a form acceptable to SpeedConnect.

(b) **Adjustment to Monthly Fee.** The Monthly Fee will be reduced or increased on a pro rata basis during the Term of this Agreement in the event that: (i) the amount of SpeedConnect Capacity (as defined in Subsection 5(a) below) increases or decreases from the amount of SpeedConnect Capacity available as of the Effective Date, or (ii) there is a change in the size or location of the Geographic Service Area (“**GSA**”) for any Channel as compared to the GSA that exists as of the Effective Date. For the purpose of the foregoing, the pro-ration of the Monthly Fee with respect to increases or decreases in SpeedConnect’s Capacity will be based on the number of megahertz (“**MHz**”) of capacity made available to SpeedConnect as a result of such increase or decrease as compared to the number of MHz of capacity contemplated to be made available to SpeedConnect under this Agreement. The pro-ration of the Monthly Fee with respect to any change in the size or location of the GSA with respect to any amount of capacity will be

based on the number of MHz per population made available to SpeedConnect as a result of such change as compared to the MHz per population contemplated to be made available under this Agreement (relying on the GSA map attached hereto as Exhibit C). In making either calculation, however, the J and K channels associated with the Channels following the Transition (as hereinafter defined) will not be considered to be unavailable to SpeedConnect as a result of any determination by SpeedConnect that such J and K channel capacity is not, at any given time, configurable or usable in a manner that is commercially useful to SpeedConnect.

(c) **Prepaid Fee.** Within ten (10) business days of the Commencement Date, SpeedConnect will also pay to Licensee the amount of Five Thousand Dollars (\$5,000.00) (the “Prepaid Fee”).

### 3. EXCLUSIVITY AND RIGHT OF FIRST REFUSAL

(a) **Exclusivity.** During the Term, Licensee will not negotiate or contract with any third party to lease, sell, assign, transfer or use any of the capacity of the Channels or any option therefor. The foregoing notwithstanding, during the last six (6) months of the final Renewal Term, and during the Initial Term or any other Renewal Term following SpeedConnect’s notice to Licensee that it has elected not to renew the Agreement, in accordance with Subsection 1(b), if any, Licensee may negotiate and contract with any third party with respect to any period following the end of this Agreement, so long as Licensee complies with the ROFR set forth in Subsection 3(b). Furthermore, nothing in this Agreement will be deemed to prohibit Licensee from utilizing Licensee’s Reserved Capacity consistent with Section 5(c) or from negotiating and entering into any assignment of the Licenses or transfer of control transaction that Licensee may undertake pursuant to Section 10.

(b) **Right of First Refusal (“ROFR”).** During the Term and for the eighteen (18) months following the expiration or termination of this Agreement (unless this Agreement is terminated as a result of SpeedConnect’s default or is not renewed as a result of SpeedConnect’s notice that it declines to renew as provided in Section 1(b)), and except with respect to any utilization of Licensee’s Reserved Capacity consistent with Section 5(c), or any assignment of the Licenses or transfer of control transaction that Licensee may undertake without SpeedConnect’s prior written consent pursuant to Section 10, SpeedConnect or SpeedConnect’s designee will have a ROFR with respect to any and all bona fide offers, of any kind, received by Licensee to acquire (if Licensee desires to sell), lease or otherwise use any of the capacity on the Channels (or any part thereof) in any other manner, or to acquire an option to acquire, lease or otherwise use any of the capacity on the Channels (or any part thereof) from a third party which offer Licensee otherwise intends to accept. Licensee will notify SpeedConnect in writing of any such bona fide offer, including the terms of the offer, within thirty (30) days following Licensee’s determination to accept the offer. SpeedConnect will notify Licensee within thirty (30) days following receipt of such notification if it is exercising its ROFR. In the event that SpeedConnect fails to exercise its ROFR, Licensee will have ninety (90) days from the expiration of SpeedConnect’s thirty (30) day response period to enter into an agreement with the offeror on the same terms and conditions as were offered to SpeedConnect. If, within the ninety (90) day period, Licensee does not enter into a binding agreement with the offeror on the same terms and conditions as were offered to SpeedConnect, then SpeedConnect’s ROFR will remain in effect pursuant to the terms stated in this Subsection. If, within the ninety (90) day period, Licensee enters into a binding agreement



with the offeror on the same terms and conditions as were offered to SpeedConnect, then SpeedConnect's ROFR will terminate; provided, however, that should Licensee's agreement with the offeror be terminated within fifteen (15) months after the expiration or termination of this Agreement, SpeedConnect's ROFR will be reinstated for the remainder of the fifteen (15) month period or for a period of one hundred eighty (180) days, whichever is longer. The terms of any agreement between SpeedConnect (or its designee) and Licensee resulting from the exercise of SpeedConnect's ROFR will be ratified in a separate agreement. All materials exchanged under this ROFR are subject to the non-disclosure provisions of Section 14 of this Agreement.

(c) **Form of Consideration and Determination of Value.** Subject to, and without limiting SpeedConnect's rights described in Subsection 3(b), if the whole or any part of the consideration of the third party offer is in a form other than cash, then SpeedConnect may meet such non-cash consideration using cash, comparable non-cash consideration, or both in its acceptance notice. If Licensee does not accept SpeedConnect's offer of a cash substitute for the non-cash consideration, then Licensee must notify SpeedConnect in writing of Licensee's estimate of a fair cash substitute within fifteen (15) days after Licensee's receipt of SpeedConnect's acceptance notice. Licensee's failure to notify SpeedConnect of its estimate of a fair cash substitute within the prescribed fifteen (15) day period shall be deemed an acceptance of SpeedConnect's cash-substitute offer. If Licensee rejects SpeedConnect's cash-substitute offer, then SpeedConnect will have ten (10) days from receipt of Licensee's rejection to notify Licensee of its election to (i) adopt Licensee's stated cash value, or (ii) submit the valuation issue for determination by binding arbitration. In any case where the right to arbitrate is invoked, SpeedConnect's ROFR will remain open until thirty (30) days after SpeedConnect is notified of the arbitrators' decision, during which time SpeedConnect may revise its acceptance notice to adopt the arbitrators' findings or waive its ROFR with respect to the third party offer, provided that Licensee and third party execute a contract to implement the third-party offer within ninety (90) days of the end of SpeedConnect's thirty (30) day time period to consider the arbitration decision. Licensee's failure to accept the third-party offer restores this ROFR.

(d) **Right to Participate.** Except in the event this Agreement terminates as a result of SpeedConnect's default, if Licensee decides to consider, issue or solicit bids, proposals or offers for the sale (if permitted by the FCC), assignment, transfer or use of any part or the whole of the Channels at any time before eighteen (18) months after the end of this Agreement, then Licensee will provide SpeedConnect with an opportunity no less favorable in timing or substance than the opportunity provided to any other entity: (i) to receive and/or submit bids, proposals and offers for the Channels; (ii) to receive information with respect to such bids, proposals, offers and counters thereto; (iii) to discuss any of the same with Licensee; (iv) to counter any such bids, proposals or offers; and (v) to be provided with copies (to the extent allowed by law) of all open bids, proposals, offers, counter-bids and counter-offers promptly after they are received by Licensee. This right to participate does not limit in any manner, and is in addition to, the ROFR set forth in Subsection 3(b).

4. **RESERVED**

5. **CAPACITY REQUIREMENTS AND USES**

(a) **SpeedConnect Capacity.** Starting on the Commencement Date, SpeedConnect will have the exclusive right under the terms of this Agreement to use all of the capacity under the Channels other than Licensee's Reserved Capacity ("**SpeedConnect Capacity**").

(b) **Licensee's Reserved Capacity.** The term "**Licensee's Reserved Capacity**" shall mean the capacity on the Channels that is required to be set aside for Licensee's use pursuant to FCC Rules, as the same may change from time to time. Consistent with FCC Rules, and as designated by SpeedConnect from time to time, Licensee's Reserved Capacity may be shifted or loaded on any Channel and/or other EBS or BRS channels that SpeedConnect controls in the Market, or portion thereof. If, in accordance with the foregoing sentence, SpeedConnect elects to shift or load Licensee's Reserved Capacity on any channels other than the Channels, then SpeedConnect shall ensure the authorized GSA(s) of the channel(s) to which the Licensee's Reserved Capacity is shifted or loaded substantially overlaps the GSA for the Channels. To the extent that Licensee's Reserved Capacity is determined as a percentage or portion of the digital capacity on the Channels, such capacity will be determined by SpeedConnect in accordance with the processes generally used by it to determine capacity use.

(c) **Use of Capacity.** SpeedConnect may use SpeedConnect Capacity in any manner and for any purpose that is lawful, in analog, digital or any other format, including those that may be authorized in the future by the FCC. SpeedConnect will use the SpeedConnect Capacity in compliance with FCC Rules and all other laws and regulations applicable to SpeedConnect's use of the SpeedConnect Capacity. Licensee may use Licensee's Reserved Capacity for any purpose that furthers the educational mission of an accredited school, college or university, including to satisfy the minimum educational use requirements for EBS channels pursuant to FCC Rules. Licensee may also rely on the use of SpeedConnect's products and services made available pursuant to Section 7 to satisfy such requirements.

(d) **Section 27.1214(e) Amendments.** Pursuant to Section 27.1214(e) of the FCC's rules, on the date that is fifteen (15) years after the Effective Date and every five (5) years thereafter, Licensee will have a period of sixty (60) days to request a review of its minimum educational use requirements, at which time the Parties will negotiate in good faith an amendment to this Agreement that accommodates any *bona fide* changes in educational needs, technology and other relevant factors affecting Licensee's Reserved Capacity requirements. Notwithstanding the foregoing, the following will apply to any such amendment: (i) with respect to Licensee and any Permitted End Users (defined below) for whom SpeedConnect has provided Internet Access Equipment (as defined in Subsection 7(b) below), SpeedConnect will make available any equipment, services or software upgrades that SpeedConnect makes generally available to SpeedConnect's retail customers subscribing to the same tier of service in the Market over BRS or EBS facilities; (ii) to the extent such amendment materially increases SpeedConnect's monthly costs either to operate its leased capacity or to meet Licensee's changed educational use requirements, the amendment may provide that such costs will be offset by a reduction in SpeedConnect's Monthly Fee for the remainder of the Term, a refund in an amount to be agreed upon by both Parties, or both; (iii) SpeedConnect may accommodate changes in Licensee's Reserved Capacity through any reasonable means available so as to avoid disruption to the advanced wireless services provided by SpeedConnect; and (iv) SpeedConnect will not be required to accommodate changes in Licensee's Reserved Capacity in a manner that has a negative

economic impact on SpeedConnect or SpeedConnect's commercial operations under the Agreement.

(e) **Channel Swapping; Costs.** With the consent of Licensee, which consent will not be unreasonably withheld, conditioned, or delayed, SpeedConnect may require Licensee to enter into agreements to swap some or all of its Channels for other channels in the Markets (the "**Swapped Channels**"), and in connection therewith file any necessary FCC applications to accomplish the swap, so long as there is no material difference in the operational capability or value of the Swapped Channels as compared to Licensee's previous Channels taking into account such factors as the GSA and the population therein. It is understood and agreed, however, that Licensee will not be required to consent to any swap under which the Swapped Channels provide fewer MHz of spectrum collectively, or less contiguous spectrum is licensed to Licensee, as compared with Licensee's previous Channels. SpeedConnect agrees to bear all costs and expenses associated with the implementation of channel swapping, including the reasonable out of pocket costs of Licensee's engineering consultants and attorneys.

## 6. EQUIPMENT

(a) **Operation and Maintenance of Licensee Equipment.** Licensee represents, warrants and covenants that as of the Commencement Date, no equipment owned or controlled by Licensee will be operated on the SpeedConnect Capacity or on Licensee Capacity other than such equipment that is provided pursuant to Section 7 of this Agreement.

(b) **Operation and Maintenance of SpeedConnect Equipment.** SpeedConnect will, at its expense, operate and maintain the transmission equipment used for the SpeedConnect Capacity ("SpeedConnect Equipment"). SpeedConnect will construct, operate and maintain facilities for the Channels that provide transmission capability sufficient to satisfy minimum build-out or performance requirements applicable to EBS Channels under standards prevailing at any given time under FCC Rules.

(c) **Dedicated Equipment Purchase Option.** In the event this Agreement is terminated for any reason other than a default by Licensee or the natural expiration of the Agreement, Licensee will have the option, upon giving notice to SpeedConnect within thirty (30) days of such termination, to purchase or to lease at SpeedConnect's option that portion of the transmission equipment (not including any tower rights) then in operation that is dedicated solely to transmission of Licensee's Reserved Capacity on the Channels (the "**Dedicated Equipment**"), or comparable equipment. The price for such equipment will be equal to the fair market value of the Dedicated Equipment at the time of Licensee's notice or, if comparable equipment is provided, SpeedConnect's cost in obtaining such equipment.

(d) **Shared Equipment Purchase or Lease Option.** In the event this Agreement is terminated for any reason other than a default by Licensee or the natural expiration of the Agreement, Licensee will have the option upon giving notice to SpeedConnect within thirty (30) days of such termination to purchase or lease at SpeedConnect's option any equipment owned by SpeedConnect and used in connection with the transmission of Licensee's Reserved Capacity on the Channels that is not Dedicated Equipment, or comparable equipment (not including any

tower rights) (the “**Shared Equipment**”), at a price equal to the Shared Equipment’s fair market value for such purchase or lease as applicable.

**7. ADVANCED WIRELESS SERVICES FOR PERMITTED END USERS.**

(a) **Installations.** Licensee may request at no cost, via submission of an Order Form (as defined below), wireless broadband services and associated Internet Access Equipment, if any (an “**Installation**”), for up to fifty (50) Permitted End Users that are located within SpeedConnect’s then-serviceable area of the Wireless System. SpeedConnect will approve Licensee’s Order Form, provided that such Order Form is consistent with the terms of this Agreement as well as the terms of use and service described in subsection (c) below. Such wireless services will be specified by Licensee and will be among SpeedConnect’s standard retail service offerings in the Market. Licensee must comply with all laws and obtain any necessary governmental permits or approvals, and third party approvals, which are necessary in order for Licensee to accept the wireless services and Internet Access Equipment for its Permitted End Users.

(b) **Definitions.** “**Order Form**” has the meaning set forth in the terms of service referenced in Subsection 6(c) below. “**Internet Access Equipment**” means the customer premises Internet access equipment package made generally available to SpeedConnect’s retail customers in the Market, at the time SpeedConnect receives Licensee’s Order Form, who subscribe to the same tier of wireless service over BRS or EBS capacity. “**Permitted End Users**” means Licensee itself, including its faculty, employees, and students, and any educational institution or not-for-profit organization or site in the Market with whom Licensee is working in furtherance of its educational goals, it being understood that a separate Order Form will be submitted for each Permitted End User, and each such Order Form will be for an Installation designated for one individual or terminal.

(c) **Terms of Use.** Licensee’s ordering and use of the wireless services and Internet Access Equipment by Permitted End Users, will be governed by the acceptable use policy and terms of service, and such other policies of general applicability which apply to such services, which are subject to amendment; provided, however, that financial terms contained in the terms of service will not apply to such services to Licensee or Permitted End Users that are provided free of charge or at a discount pursuant to this Section 6. In addition to the foregoing policies, SpeedConnect may specify from time to time, in its sole discretion, reasonable procedures for the activation, addition, deletion or substitution of services to Licensee and Permitted End Users.

(d) **Equipment and Software.** For Licensee and any Permitted End Users for whom SpeedConnect has provided wireless services and/or Internet Access Equipment, SpeedConnect will make available any equipment, services or software upgrades that SpeedConnect makes generally available to SpeedConnect’s retail customers subscribing to the same tier of service in the Markets over BRS or EBS facilities. In the event that any equipment upgrade involves replacement of equipment, the replaced equipment will be returned to SpeedConnect or its designee and title to the replacement equipment will transfer to Licensee or its designee.

(e) **Title.** All equipment provided by SpeedConnect to Licensee as part of Internet Access Equipment for Permitted End Users will be the property of SpeedConnect or its designee, and SpeedConnect will be solely responsible for the maintenance and operation of all Internet Access Equipment installed at Licensee's locations and receive sites, including the sites of its Permitted End Users.

## 8. INTERFERENCE CONSENTS

Licensee will enter into interference consents with third parties relating to the Channels ("**Interference Consents**"), as SpeedConnect reasonably requests and without any additional compensation, provided that such Interference Consents do not result in a reasonably foreseeable material degradation in the value of the Channels; and provided further that Interference Consents that involve fair and reciprocal rights and limitations for and on the operation of Licensee's facilities and the facilities of the other party in connection with system coordination inside GSAs and at GSA boundaries will not be deemed to cause material degradation in value. SpeedConnect will negotiate and draft the Interference Consents and make any consideration payments due to third parties under the Interference Consents. Licensee will not enter into or issue any Interference Consents without SpeedConnect's prior written consent.

## 9. APPLICATIONS, COSTS AND FEES

(a) **FCC Long Term Lease Application.** If not already on file, within five (5) business days of the Effective Date, Licensee shall either (i) file the FCC Form 602 Ownership Disclosure Information for the Wireless Telecommunications Services (the "**Ownership Report**") with the FCC and deliver to SpeedConnect evidence of such filing or (ii) complete the Ownership Report and authorize SpeedConnect to file such Ownership Report with the FCC. Provided that the Licensee has either filed the Ownership Report with the FCC or has delivered the completed Ownership Report to SpeedConnect and authorized SpeedConnect to file such report with the FCC, within ten (10) business days following the Effective Date and prior to consummating the transfer of *de facto* control of the Channels, the Parties agree to cooperate as required to prepare and file with the FCC all forms and related exhibits, certifications and other documents necessary to obtain the FCC's consent to this Agreement and satisfy the FCC's requirements for long term *de facto* lease approval as set forth in 47 C.F.R. § 1.9030(e) ("**FCC Long Term Lease Application**"). Each Party covenants and agrees that it will fully cooperate with the other, and do all things reasonably necessary to timely submit, prosecute and defend the FCC Long Term Lease Application, including responding to any petitions for reconsideration or FCC reconsiderations of the grant of the FCC Long Term Lease Application, and will promptly file or provide the other Party with all other information which is required to be provided to the FCC in furtherance of the transactions contemplated by this Agreement. The Parties will disclose in the FCC Long Term Lease Application the automatic extension of the Term upon the renewal of the License. The Parties further covenant and agree to include a request in any License renewal application, or separately request, as necessary, an extension of the lease approval for the renewal term of the License (or until the end of the final Renewal Term of this Agreement, if shorter), if this Agreement contemplates renewal of this Agreement for or during any part of such License renewal term. To the extent Licensee is required to file this Agreement with the FCC, the Licensee shall first notify and consult with SpeedConnect, and will to the extent permitted by the FCC redact all information

from the Agreement which SpeedConnect reasonably designates as confidential including, but not limited to, all payment information.

**(b) Application Preparation.** In addition to the obligations in Section 9(a), SpeedConnect will prepare and submit all applications, amendments, petitions, requests for waivers, and other documents necessary for the proper operation of SpeedConnect Capacity and permitted to be submitted by SpeedConnect under FCC Rules. Licensee, with assistance from SpeedConnect, will prepare and submit all lawful applications, amendments, petitions, requests for waivers, and other documents necessary for the modification, maintenance and renewal of the License or reasonably requested by SpeedConnect that may only be filed by Licensee under FCC Rules. The Parties will cooperate in the preparation and submission of all lawful applications, amendments, petitions, requests for waivers, and other documents necessary to secure any FCC approval, consent or other action required to effectuate this Agreement.

**(c) Application Costs.** SpeedConnect will, at its own expense, prepare all applications, notices, certificates, exhibits, consent agreements, approvals or authorizations that SpeedConnect submits to the FCC or seeks to have Licensee submit to the FCC pursuant to the Agreement. SpeedConnect will also promptly pay or reimburse Licensee for its reasonable, documented out-of-pocket costs for renewal of the License and any other filings requested or required of Licensee by the FCC to hold the License and provide SpeedConnect Capacity to SpeedConnect, and in connection with activities undertaken by Licensee in response to any request by SpeedConnect under this Agreement; provided, however, that Licensee shall not seek reimbursement for any cost or expense in excess of \$1,000 unless such cost or expense is approved by SpeedConnect, which approval shall not be unreasonably withheld. In addition, SpeedConnect will pay any FCC filing fees associated with the License.

**(d) Regulatory Fees/Transition Reimbursements.** SpeedConnect will pay any federal regulatory fees associated with the Licenses upon receipt of notice from the FCC that such fees are due, or upon receipt of at least thirty (30) days advance written notice from Licensee that such fees are due in the event that notice is sent to Licensee. SpeedConnect will also pay any Transition reimbursements required by Sections 27.1237 through 27.1239 of the FCC Rules to be paid to the Proponent (as defined in Section 27.1231 of the FCC Rules).

**(e) Additional FCC Matters.** SpeedConnect and Licensee will cooperate to prepare and file any additional FCC filings to protect, maintain or enhance the Channels including but not limited to filings to increase the capacity on the Channels, GSA expansions or License modifications. SpeedConnect and Licensee will also cooperate to support FCC experimental licensing procedures with respect to the Channels pursuant to the Code of Federal Regulations Title 47, Part 5—Experimental Radio Service (Other Than Broadcast). SpeedConnect may allow experimental licensees, as granted by the FCC, to use the SpeedConnect Capacity without prior consent from Licensee pursuant to the terms of this Agreement.

## 10. TRANSFERS OR ASSIGNMENTS

Subject to Subsections 16(f)-(g), neither SpeedConnect nor Licensee may assign or transfer its rights and/or obligations under this Agreement without the prior written consent of the other

Party, such consent not to be unreasonably withheld, conditioned or delayed. Notwithstanding the foregoing, the Parties agree as follows:

(a) SpeedConnect may, without the prior consent of Licensee: (i) assign any of its rights under this Agreement as collateral; or (ii) sell, assign, sublease, delegate or transfer this Agreement or any of its rights or obligations hereunder to (X) any affiliate of SpeedConnect, (Y) any entity that acquires or otherwise merges with SpeedConnect or its affiliates, or (Z) to any entity with the capability to perform the obligations of SpeedConnect hereunder.

(b) Licensee may, without the prior consent of SpeedConnect transfer control or assign the Licenses for the Channels and this Agreement to any public institution or agency or to any bona fide local private educational institution with students actually enrolled in local classroom instruction (except for any such public or private educational institution that is an Affiliate of a national EBS licensee), subject to such transferee's or assignee's agreement to be bound by the terms of this Agreement. For purposes of the foregoing sentence, "**Affiliate**" means, with respect to any national EBS licensee, any other person or entity that, directly or indirectly, alone or through one or more intermediaries, controls, is controlled by or is under common control with such national EBS licensee. For purposes of this definition, "**control**" means the power to direct or cause the direction of the management and policies of a person or entity, directly or indirectly, whether through the ownership of securities or partnership or other ownership interests, by contract or otherwise.

(c) Each Party shall also be entitled, without the consent of the other Party, to undertake a pro forma assignment or transfer of this Agreement, as defined by applicable FCC Rules and policies, including but not limited to Sections 1.9030(h) and (i) of the FCC Rules.

## 11. TERMINATION OF AGREEMENT

(a) This Agreement will automatically terminate with respect to a License or affected Channel(s) upon the earlier of: (i) an FCC Final Order denying any application for approval of this Agreement including any extensions of the Term thereof; (ii) the loss or expiration without renewal of either License; (iii) an FCC Final Order revoking, terminating or canceling a License; or (iv) SpeedConnect's acquisition of a License or some of the Channels pursuant to an agreement between SpeedConnect and Licensee.

(b) This Agreement may be terminated by either Party upon material breach of the other Party, provided that the breaching Party shall be provided with written notice by the non-breaching Party of the alleged grounds for the breach and allowed a thirty (30) day period for cure following such notice; provided, however, that in the event of a breach other than a failure to make payments due under this Agreement, if the breaching Party proceeds with reasonable diligence during such thirty (30) day period and is unable, because of circumstances beyond its control or because of the nature of the breach, to cure the breach within such applicable time period, the time for cure shall be extended, but in no event beyond one hundred eighty (180) days after receipt of written notice from the non-breaching Party. Notwithstanding the foregoing, in the event that an FCC order that is effective and not stayed requires termination of this Agreement, this Agreement may be terminated by either Party within the time frame for notice and termination required by the FCC.

(c) Licensee may terminate this Agreement pursuant to Subsection 16(b).

(d) Either Party may terminate this Agreement if an FCC Final Order approving the FCC Long Term Lease Application has not occurred within twelve (12) months following the Effective Date.

(e) The Parties will notify the FCC of the termination of this Agreement with respect to either License or any of the Channels within ten (10) calendar days following the termination.

(f) Except as expressly set forth in this Agreement, upon the expiration or termination of this Agreement, each Party will pay its own fees and expenses related to this Agreement and the transactions contemplated herein, and the Parties will have no further liability to each other except by reason of any breach of this Agreement occurring prior to the date of expiration or termination. Any termination or expiration of this Agreement, regardless of cause, will not release either Licensee or SpeedConnect from any liability arising from any breach or violation by that Party of the terms of this Agreement prior to the expiration or termination. The general and procedural provisions of this Agreement, which may be relevant to enforcing the obligations or duties of the Parties, as well as any other provisions that by their terms obligate either Party following expiration or termination, will survive the expiration or termination of this Agreement until the obligations or duties are performed or discharged in full.

## 12. REVENUES AND EXPENSES

Each Party will pay its own expenses incident to any amendments or modifications to the Agreement, including, but not limited to, all fees and expenses of their respective legal counsel and any engineering and accounting expenses. SpeedConnect is entitled to one hundred percent (100%) of the revenue generated from the use of the SpeedConnect Capacity.

## 13. COMPETITION

Licensee agrees that it will not, during the Term of this Agreement, use Licensee's Reserved Capacity to compete with SpeedConnect and/or its affiliates in any business activity or business or service offering in the GSA of the Channels. Nothing in this section prohibits Licensee from (i) leasing the capacity of the Channels to a third party after the termination or expiration of this Agreement if (X) the capacity is being used solely to undertake noncommercial activities advancing Licensee's educational purposes or (Y) Licensee has complied with the ROFR provisions in Section 3(b), (ii) using any Internet Access Equipment acquired thereby to provide educational services to itself or other schools, colleges, universities or other governmental or nonprofit entities for purposes of satisfying the Licensee's minimum educational use requirements for EBS channels under FCC Rules, or (iii) leasing other EBS channels licensed to Licensee or other spectrum to any other party for any purpose.

## 14. CONFIDENTIALITY AND NON-DISCLOSURE

(a) **Confidentiality of the Terms of this Agreement.** The terms of this Agreement that are not otherwise required to be disclosed to the FCC in support of the lease applications or notices submitted to the FCC will be kept strictly confidential by the Parties and



their agents, which confidentiality obligation will survive the termination or expiration of this Agreement for a period of two (2) years. The Parties may make disclosures as required by law (including as required or appropriate to be disclosed by Licensee pursuant to applicable Idaho public records laws and by SpeedConnect pursuant to the Securities Act of 1933, as amended, the Securities Exchange Act of 1934, as amended, or The Nasdaq Stock Market, Inc., including the related regulations and marketplace rules), and to employees, shareholders, agents, attorneys and accountants (collectively, “**Agents**”) as required to perform obligations under the Agreement, provided, however, that the Parties will cause all Agents to honor the provisions of this Section. In addition, SpeedConnect may disclose this Agreement to its affiliates, strategic partners, actual or potential investors, lenders, acquirers, merger partners, and others whom SpeedConnect deems in good faith to have a need to know such information for purposes of pursuing a transaction or business relationship with SpeedConnect, so long as SpeedConnect secures an enforceable obligation from such third party to limit the use and disclosure of this Agreement as provided herein. The Parties will submit a confidentiality request to the FCC in the event the FCC seeks from the Parties a copy of this Agreement or any other confidential information regarding its terms.

**(b) Non-Disclosure of Shared Information.** As used herein, the term “Information” shall mean all non-public information disclosed hereunder, whether written or oral, that is designated as confidential or that, given the nature of the information or the circumstances surrounding its disclosure, reasonably should be considered as confidential. The term Information does not include information which: (i) has been or becomes published or is now, or in the future, in the public domain without breach of this Agreement or breach of a similar agreement by a third party; (ii) prior to disclosure hereunder, is property within the legitimate possession of the receiving Party which can be verified by independent evidence; (iii) subsequent to disclosure hereunder, is lawfully received from a third party having rights therein without restriction of the third party’s or the receiving Party’s rights to disseminate the information and without notice of any restriction against its further disclosure; or (iv) is independently developed by the receiving Party through persons who have not had, either directly or indirectly, access to or knowledge of such Information which can be verified by independent evidence. During the Initial Term or any Renewal Term of this Agreement, the Parties may be supplying and/or disclosing to each other Information relating to the business of the other Party. The Information will, during the Initial Term and any Renewal Term of this Agreement, and for a period of three (3) years after the termination or expiration of the Agreement, be kept confidential by the Parties and not used for any purpose other than implementing the terms of this Agreement. The receiving Party will be responsible for any improper use of the Information by it or any of its Agents. Without the prior written consent of the disclosing Party, the receiving Party will not disclose to any entity or person the Information, or the fact that the Information has been made available to it, except for disclosures required by law, including Information as required or appropriate to be disclosed by Licensee pursuant to applicable Idaho public records laws and by SpeedConnect pursuant to the Securities Act of 1933, as amended, the Securities Exchange Act of 1934, as amended, or The Nasdaq Stock Market, Inc., including the related regulations and marketplace rules. Each person to whom Information is disclosed must be advised of its confidential nature and must agree to abide by the terms of this Subsection.

**15. ASSUMPTION OF LIABILITIES**

Neither Party is assuming or will be responsible for any of the other's liabilities or obligations (including but not limited to customer obligations) except as required by the FCC and this Agreement.

**16. FCC-MANDATED LEASING ARRANGEMENT OBLIGATIONS**

(a) Licensee and SpeedConnect are familiar with the FCC Rules affecting spectrum leasing and the provision of EBS, the Communications Act of 1934, as amended ("**Communications Act**"), the Code of Federal Regulations, and all other applicable FCC Rules, and agree to comply with all such laws and regulations.

(b) SpeedConnect assumes primary responsibility for complying with the Communications Act, and any FCC Rules that apply to the Channels and License, and the Agreement may be revoked, cancelled or terminated, in accordance with Section 11, by Licensee or by the FCC if SpeedConnect fails to comply with applicable laws and regulations.

(c) Neither Licensee nor SpeedConnect will represent itself as the legal representative of the other before the FCC or any party, but will cooperate with each other with respect to FCC matters concerning the License and the Channels.

(d) If the License is revoked, cancelled, terminated or otherwise ceases to be in effect, SpeedConnect has no continuing authority or right to use the leased spectrum unless otherwise authorized by the FCC.

(e) The Agreement is not an assignment, sale or transfer of the Licenses.

(f) The Agreement will not be assigned to any entity that is ineligible or unqualified to enter into a spectrum leasing arrangement under the FCC Rules.

(g) Licensee will not consent to an assignment of a spectrum leasing arrangement unless such assignment complies with applicable FCC Rules.

(h) Licensee and SpeedConnect must each retain a copy of the Agreement and make it available upon request by the FCC, in accordance with the confidentiality provisions in Section 14.

**17. LICENSEE'S AUTHORIZATIONS**

Licensee will use its best efforts to maintain in full force and effect through the Term the License and any associated authorizations for the Channels, and will remain eligible under the FCC Rules to provide the SpeedConnect Capacity. Licensee will use best efforts to renew the License, and will not commit any act, engage in any activity, or fail to take any action that could reasonably be expected to cause the FCC to impair, revoke, cancel, suspend or refuse to renew the License.

**18. REPRESENTATIONS AND WARRANTIES**

(a) **Mutual Representations and Warranties.** Each Party represents and warrants to the other that: (i) it has the full right and authority to enter into, execute, deliver, and perform its obligations under this Agreement; (ii) it has taken all requisite corporate action to approve the execution, delivery and performance of this Agreement; (iii) this Agreement constitutes a legal, valid and binding obligation enforceable against such Party in accordance with its terms; and (iv) its execution of and performance under this Agreement will not violate any applicable existing regulations, FCC Rules, statutes or court orders of any local, state or federal government agency, court or body, or any of its existing contractual obligations.

(b) **Licensee's Representations and Warranties.** Further, Licensee represents and warrants to SpeedConnect that: (i) the License is in effect, (ii) Licensee's operations and activities pursuant to the License, if any, are being conducted in material compliance with all FCC Rules, including its educational use requirements, (iii) Licensee has no claim or other unresolved objection arising out of the transition pursuant to Sections 27.1230 through 27.1235 of the FCC's Rules (the "**Transition**"), and (iv) there is no proceeding now pending or to the knowledge of Licensee, threatened against the Licensee before any local, state or federal regulatory body with respect to the License, or any acts or omissions by Licensee or its agents, as of the Effective Date, that could have a material, adverse effect on the License.

**19. INDEMNIFICATION**

(a) To the extent permitted by Idaho law, Licensee will defend, indemnify and hold SpeedConnect harmless from and against any and all liabilities, losses, damages and costs, including reasonable attorney's fees, resulting from, arising out of, or in any way connected with (i) any breach by Licensee of any warranty, representation, covenant, agreement or obligation contained herein, or (ii) any claim based on Licensee's construction or operation of the EBS Equipment or its offering and provision of services thereon. Licensee's obligations under this Section will survive the expiration or termination of this Agreement.

(b) SpeedConnect will defend, indemnify and hold Licensee harmless from and against any and all liabilities, losses, damages and costs, including reasonable attorney's fees, resulting from, arising out of, or in any way connected with (i) any breach by SpeedConnect of any warranty, representation, covenant, agreement or obligation contained herein, or (ii) any claim based on SpeedConnect's construction or operation of the Wireless System or its offering and provision of services thereon. SpeedConnect's obligations under this Section will survive the expiration or termination of this Agreement.

**20. MISCELLANEOUS**

(a) **Cooperation.** The Parties will take such further action and execute such further assurances, documents and certificates as either Party may reasonably request to effectuate the purposes of this Agreement.

(b) **Notices.** Any notice required to be given by one Party to the other under this Agreement will be delivered using a reliable national express overnight delivery service and will be effective upon receipt. All notices will be delivered to Licensee and SpeedConnect at the

mailing addresses specified on the signature page of this Agreement. Either Party may change its addresses for receipt of notice or payment by giving notice of such change to the other Party as provided in this Section.

(c) **Force Majeure.** Neither Party will be liable for any nonperformance under this Agreement due to causes beyond its reasonable control that could not have been reasonably anticipated by the non-performing Party and that cannot be reasonably avoided or overcome; provided that the non-performing Party gives the other Party prompt written notice of such cause, and in any event, within fifteen (15) calendar days of its discovery.

(d) **Independent Parties.** None of the provisions of this Agreement will be deemed to constitute a partnership, joint venture, or any other such relationship between the Parties, and neither Party will have any authority to bind the other in any manner. Neither Party will have or hold itself out as having any right, authority or agency to act on behalf of the other Party in any capacity or in any manner, except as may be specifically authorized in this Agreement.

(e) **Specific Performance.** Licensee acknowledges that the Licenses and Channels subject to this Agreement are unique and the loss to SpeedConnect due to Licensee's failure to perform this Agreement could not be easily measured with damages. SpeedConnect will be entitled to injunctive relief and specific enforcement of this Agreement in a court of equity without proof of specific monetary damages, but without waiving any right thereto, in the event of breach of this Agreement by Licensee.

(f) **Applicable Law.** The validity, construction and performance of this Agreement will be governed by and construed in accordance with the laws of the State of Idaho, without regard to the principles of conflict of laws.

(g) **Attorneys' Fees.** If any action shall be brought on account of any breach of or to enforce or interpret any of the terms, covenants or conditions of this Agreement, the prevailing Party will be entitled to recover from the other its reasonable attorneys' fees and costs, as determined by the court hearing the action.

(h) **Severability.** If any provision of this Agreement is found to be illegal, invalid or unenforceable, such provision will be enforced to the maximum extent permissible so as to effect the intent of the Parties, and the validity, legality and enforceability of the remaining provisions will not in any way be affected or impaired, unless continued enforcement of the provisions frustrates the intent of the Parties.

(i) **No Waiver.** No delay or failure by either Party in exercising any right under this Agreement, and no partial or single exercise of that right, will constitute a waiver of that or any other right. Failure to enforce any right under this Agreement will not be deemed a waiver of future enforcement of that or any other right.

(j) **Counterparts.** This Agreement may be executed in one or more counterparts, each of which will be deemed an original, but which collectively will constitute one and the same instrument. Original signatures transmitted by facsimile will be effective to create such counterparts.

(k) **Headings.** The headings and captions used in this Agreement are for convenience only and are not to be considered in construing or interpreting this Agreement.

(l) **Construction.** The Parties and their respective counsel have negotiated this Agreement. This Agreement will be interpreted in accordance with its terms and without any strict construction in favor of or against either Party based on draftsmanship of the Agreement or otherwise.

(m) **Complete Agreement.** This Agreement constitutes the entire agreement between the Parties with respect to the subject matter addressed, and supersedes and replaces all prior or contemporaneous understandings or agreements, written or oral, between the Parties or any of their affiliates regarding this subject matter. Without limiting the foregoing, Licensee and SpeedConnect agree that, effective as of the Commencement Date, this Agreement shall supersede and replace the Original Leases. Neither Licensee nor SpeedConnect shall have any further obligations under the Original Leases, other than the obligation of SpeedConnect to make payments owed under the Original Leases but not yet paid as of the Commencement Date for periods of time prior to the Commencement Date (if any) and the obligation by all Parties to the Original Leases to provide indemnification under the provisions of the Original Leases for activities occurring prior to the Commencement Date. No amendment to or modification of this Agreement will be binding unless in writing and signed by a duly authorized representative of each of the Parties.

IN WITNESS WHEREOF, the Parties have duly executed this Agreement effective as of the Effective Date.

AGREED TO:

**SPEEDCONNECT LLC**

**IDAHO STATE UNIVERSITY**

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: John Ogren

Name: Brian Hickenlooper

Title: CEO/President

Title: Chief Financial Officer

Notice Address for SpeedConnect:

Notice Address for Licensee:

SpeedConnect LLC  
455 North Main Street  
Frankenmuth, MI 48734  
Attn: Mr. John Ogren  
Email: John.Ogren@me.com

Idaho State University  
921 South 8th Avenue  
Pocatello, ID 83209  
Attn: Blake Beck  
Email: beckblak@isu.edu

With a copy to:

Law Office of Suzanne S. Goodwyn  
1234 Tottenham Court  
Reston, VA 20194  
Attn: Suzanne S. Goodwyn  
Email: goodwynlaw@verizon.net

With a copy to:

Gray Miller Persh LLP  
1200 New Hampshire Avenue, NW  
Washington, DC 20036-6802  
Attn: Todd D. Gray  
Email: tgray@graymillerpersh.com

SCHEDULE 2(a)

Monthly Fee Schedule

	Idaho Falls Monthly Fee	Twin Falls Monthly Fee
Year 1	\$1384.74	\$1241.10
Year 2	\$1426.28	\$1278.33
Year 3	\$1469.07	\$1316.68
Year 4	\$1513.14	\$1356.18
Year 5	\$1558.54	\$1396.87
Year 6	\$1605.29	\$1438.78
Year 7	\$1653.45	\$1481.94
Year 8	\$1703.06	\$1526.40
Year 9	\$1754.15	\$1572.19
Year 10	\$1806.77	\$1619.35
Year 11	\$1860.97	\$1667.93
Year 12	\$1916.80	\$1717.97
Year 13	\$1974.31	\$1769.51
Year 14	\$2033.54	\$1822.60
Year 15	\$2094.54	\$1877.28
Year 16	\$2157.38	\$1933.59
Year 17	\$2222.10	\$1991.60
Year 18	\$2288.76	\$2051.35
Year 19	\$2357.43	\$2112.89
Year 20	\$2428.15	\$2176.28
Year 21	\$2500.99	\$2241.56
Year 22	\$2576.02	\$2308.81
Year 23	\$2653.31	\$2378.08
Year 24	\$2732.90	\$2449.42
Year 25	\$2814.89	\$2522.90
Year 26	\$2899.34	\$2598.59
Year 27	\$2986.32	\$2676.55
Year 28	\$3075.91	\$2756.84
Year 29	\$3168.18	\$2839.55
Year 30	\$3263.13	\$2924.73

**EXHIBIT A**

**IRS Form W-9**



**Exhibit B  
Payment Instruction**

Payments to Licensee pursuant to this Agreement shall be made payable to Licensee, and sent to:

Idaho State University  
921 South 8<sup>th</sup> Avenue  
Pocatello, ID 83209  
Attn: Blake Beck

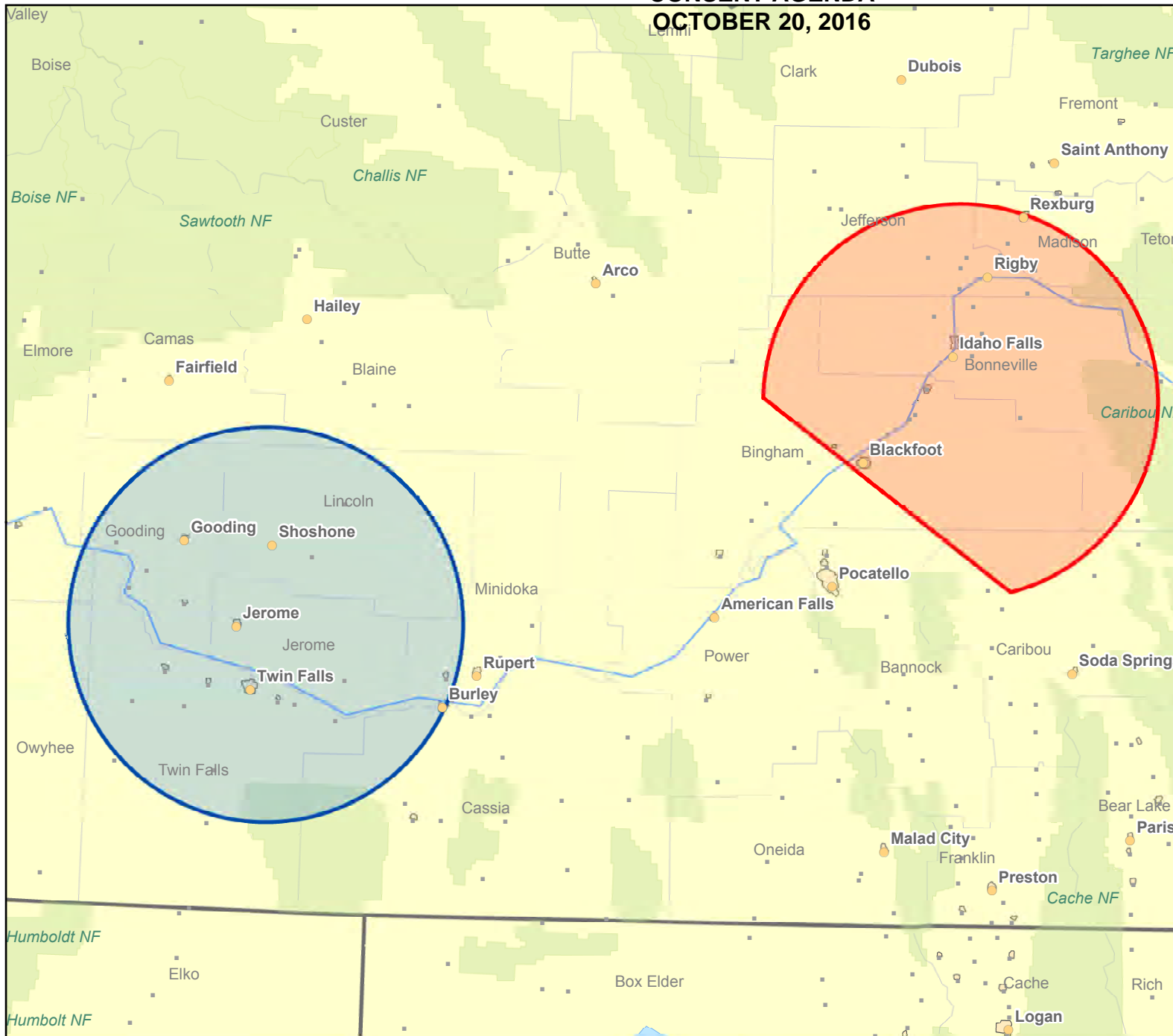
Licensee may change these instructions at any time by giving notice to SpeedConnect pursuant to Section 20(b) of this Agreement.

**EXHIBIT C**

**License GSA Maps**

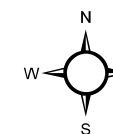
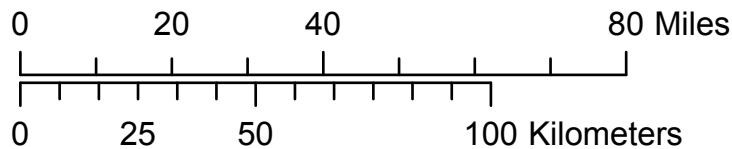
**GSA Boundary  
and  
Population Data**

**Educational Broadband Service**



**Legend**

- WNC801 A1A2A3A4 GSA**  
□ Pops: 134,416  
□ BW: 22.5 MHz  
□ MHz-Pops = 3,024,360
- WNC738 B1B2B3B4 GSA**  
□ Pops: 134,416  
□ BW: 22.5 MHz  
□ MHz-Pops = 3,024,360
- WNC731 G1G2G3G4 GSA**  
□ Pops: 134,416  
□ BW: 22.5 MHz  
□ MHz-Pops = 3,024,360
- WND516 G1G2G3G4 GSA**  
□ Pops: 191,747  
□ BW: 22.5 MHz  
□ MHz-Pops = 4,314,307



Attachment 2



**Federal Communications Commission**  
Wireless Telecommunications Bureau

**RADIO STATION AUTHORIZATION**

LICENSEE: IDAHO STATE UNIVERSITY

ATTN: BLAKE BECK  
IDAHO STATE UNIVERSITY  
921 SOUTH 8TH AVE., STOP 8064  
POCATELLO, ID 83209-8064

<b>Call Sign</b> WNC731	<b>File Number</b> 0007190809
<b>Radio Service</b> ED - Educational Broadband Service	
<b>Regulatory Status</b> Non Common Carrier	

FCC Registration Number (FRN): 0014840383

Grant Date	Effective Date	Expiration Date	Print Date
05-10-2016	05-10-2016	05-23-2026	

**Geographic Service Area:** P35 42-43-53.7 N 114-25-07.1 W

Channel Plan:	Channel Number:	Frequency:
New	G1	002673.50000000 - 002679.00000000 MHz
New	G2	002679.00000000 - 002684.50000000 MHz
New	G3	002684.50000000 - 002690.00000000 MHz
New	G4	002596.00000000 - 002602.00000000 MHz

**Waivers/Conditions:**

License renewal granted on a conditional basis, subject to the outcome of FCC proceeding WT Docket No. 10-112 (see FCC 10-86, paras. 113 and 126).

Spectrum Lease associated with this license. See Spectrum Leasing Arrangement Letter dated 05/11/2006 and file number 0002560997.

**Conditions:**

Pursuant to §309(h) of the Communications Act of 1934, as amended, 47 U.S.C. §309(h), this license is subject to the following conditions: This license shall not vest in the licensee any right to operate the station nor any right in the use of the frequencies designated in the license beyond the term thereof nor in any other manner than authorized herein. Neither the license nor the right granted thereunder shall be assigned or otherwise transferred in violation of the Communications Act of 1934, as amended. See 47 U.S.C. § 310(d). This license is subject in terms to the right of use or control conferred by §706 of the Communications Act of 1934, as amended. See 47 U.S.C. §606.

This license may not authorize operation throughout the entire geographic area or spectrum identified on the hardcopy version. To view the specific geographic area and spectrum authorized by this license, refer to the Spectrum and Market Area information under the Market Tab of the license record in the Universal Licensing System (ULS). To view the license record, go to the ULS homepage at <http://wireless.fcc.gov/uls/index.htm?job=home> and select "License Search". Follow the instructions on how to search for license information.

The lease term of the Spectrum Leasing Arrangement that was approved for station WNC731 when Spectrum Lease application 0002560997 was originally granted was extended to May 23, 2016, when Renewal Only application 0002615930 was granted on July 11, 2006.

Official Copy



Federal Communications Commission  
Wireless Telecommunications Bureau

Spectrum Leasing Arrangement

ATTN: MR. JOHN OGREN  
SPEEDCONNECT LLC  
3049 BAY PLAZA DRIVE  
SAGINAW, MI 48604

Date: 12/07/2015  
Reference Number:

This approval allows the Lessee to lease spectrum from the Licensee pursuant to the provisions and requirements of Subpart X of Part 1 of the Commission's Rules, 47 C.F.R. Part 1, and as described in the associated spectrum leasing application or notification.

Type of Lease Arrangement	Lease Term	Lease Identifier
De Facto Transfer Lease	Long Term	L000009507

Lease Grant/Accepted Date	Lease Commencement Date	Lease Expiration Date
04/11/2012	04/11/2012	05/26/2019

Call Sign	Radio Service
WND516	ED - Educational Broadband Service

**Lessee Information**

0021199187  
SPEEDCONNECT LLC  
Attn: MR. JOHN OGREN  
3049 BAY PLAZA DRIVE  
SAGINAW, MI 48604

**Licensee Information**

0014840383  
IDAHO STATE UNIVERSITY  
Attn: BLAKE BECK  
921 SOUTH 8TH AVENUE, STOP 8064  
POCATELLO, ID 83209-8064

Geographically-Licensed Services		
Market Number	Market Name	Channel Block
P00215	P35 GSA	

**Condition:**

This lease may not authorize operation throughout the entire geographic area or spectrum identified on the hardcopy version. To view the specific geographic area and spectrum associated with this leasing agreement, refer to the Spectrum and Market Area information under the Market Tab of the license record in the Universal Licensing System (ULS). To view the license record, go to the ULS homepage at <http://wireless.fcc.gov/uls/index.htm?job=home> and select "License Search". Follow the instructions on how to search for license information.

**Conditions:**

This spectrum lease includes all of the geographic areas/spectrum from the underlying call sign.

**Conditions:**

Pursuant to §309(h) of the Communications Act of 1934, as amended, 47 U.S.C. §309(h), this license is subject to the following conditions: This license shall not vest in the licensee any right to operate the station nor any right in the use of the frequencies designated in the license beyond the term thereof nor in any other manner than authorized herein. Neither the license nor the right granted thereunder shall be assigned or otherwise transferred in violation of the Communications Act of 1934, as amended. See 47 U.S.C. § 310(d). This license is subject in terms to the right of use or control conferred by §706 of the Communications Act of 1934, as amended. See 47 U.S.C. §606.

**CONSENT AGENDA  
OCTOBER 20, 2016**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

License Agreement with Sprint to permit continued operation and maintenance of Sprint infrastructure on the University of Idaho's (UI) Theophilus Tower.

**REFERENCE**

March 2004	The Idaho State Board of Education (Board) approved License Agreement with Verizon Wireless Services
February 2007	The Board approved extension of License Agreement with Verizon Wireless Services
August 2014	The Board approved License Agreement with AT&T Wireless Services
October 2014	The Board approved License Agreement with Verizon Wireless Services

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b.i.

**BACKGROUND/DISCUSSION**

Since 2001 Sprint has been permitted, through a prior license agreement, to install and maintain transmission equipment on the rooftop of UI's Theophilus Tower. This equipment is used by Sprint to provide its customers with wireless personal communication service in the surrounding area. The original agreement provided for an annual payment of \$16,800 to UI, and the agreement could be terminated by either party with at least one year's prior notice. As permitted by the current agreement, the site has been periodically updated to install newer technology for personal phone and data. Because the existing license did not provide for escalations in the use fee, UI administration has proposed—and Sprint has tentatively agreed—to revise the terms of this agreement to increase the annual fee paid to \$24,000/yr. The proposed agreement also provides Sprint with permission to use the building rooftop for five years with the ability for Sprint to extend for two additional five year periods. These renewal periods provide fee increases of 15% to UI for each of the two extensions.

**IMPACT**

UI will receive a substantial increase in payment to extend the license agreement. The installations do not interfere with UI operations in this student residential building.

**ATTACHMENTS**

Attachment 1 – Proposed License

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval.



**CONSENT AGENDA  
OCTOBER 20, 2016**

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**BOARD ACTION**

I move to approve the request by the University of Idaho for authority to grant a five year license to Sprint in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize UI's Vice President for Infrastructure to execute the license and any related documents.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

Site Name: UbiquiTel - U of I Campus

Site Number SP04UB113

### LICENSE AGREEMENT

This License Agreement ("Agreement") is made between the Board of Regents of the University of Idaho, a state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho ("Grantor"), and SprintCom, Inc., a Kansas corporation ("Grantee"), collectively the "Parties".

### RECITALS

A. WHEREAS, Grantor and Grantee (or its predecessor in interest) entered into that certain License Agreement on March 19, 2001 ("Existing License") for purposes of installing, operating, and maintaining a personal communications service systems facility at 1001 Paradise Creek St, Moscow ID 83844 ("Site").

B. WHEREAS, the Parties hereby mutually agree to terminate the Existing License agreement and replace with this Agreement.

C. WHEREAS, Grantee wishes to install, operate, and maintain equipment necessary for purposes of operating a personal communications service systems specified in Exhibit A ("Equipment") on the roof of Grantor's Site known as Theophilus Tower. The portion of the Site granted to Grantee is identified as the "Premises".

D. WHEREAS, Grantor wishes to grant and Grantee wishes to receive a license for purposes of installing, operating, and maintaining Equipment all on the terms and conditions set forth herein;

WHEREFORE, Parties agree as follows:

### TERMS AND CONDITIONS

1. Grant; Site. Subject to the conditions, limitations, and restrictions set forth herein and the rules, procedures, and policies of the Grantor, the Grantor does hereby grant to Grantee a non-exclusive license to install, operate, replace, modify, maintain and remove Equipment on the Site for the purpose of broadcasting, and for the transmission and reception of communication signals. The Parties recognize and agree that nothing in this Agreement is intended or shall be construed to be an easement or the granting of an interest in real property beyond permission to use as provided herein. It is expressly understood that all rights granted to Grantee under this Agreement are irrevocable until this Agreement expires or sooner terminates as provided herein.

2. Access to Premises. Grantee may gain periodic access to the Site by calling (208) 885-7379. Except in cases of emergency ("emergency" meaning the existing or imminent disruption of Grantee's permitted service without immediate access), all scheduling for access and the actual access shall occur between 8 am to 4 pm Monday through Friday, excluding University of Idaho holidays. Such non-emergency access shall be requested at least 48 hours prior to the planned

Site Name: UbiquiTel - U of I Campus

Site Number SP04UB113

time for requested access. Subject to specific Grantor approval, such approval not to be unreasonably withheld, conditioned or delayed, Grantee shall have rights of ingress and egress to the Site for the purposes of installing, inspecting, repairing, maintaining, operating, servicing or removing Grantee's Equipment. However, prior to entrance into or onto the building, Grantee's agent or contractor shall provide photo identification identifying the person as an employee of the Grantee or Grantee's contractor or subcontractor. Upon notification and identification as provided herein, an employee or agent of Grantor shall arrange for Grantee to enter the Site. Grantor may require Grantee and its employees, agents, and contractors be accompanied by an employee or agent of Grantor at all times while Grantee and its employees, agents, and contractors are inside, on, or about Grantor's property or at the Site. At no cost to Grantee, Grantor shall provide Grantee with the necessary temporary parking permits to facilitate Grantee's access. Grantor shall not have unsupervised access to the Premises where Grantee's Equipment is located, except in the event of an emergency as reasonably determined by Grantor.

3. Term of License. The license granted hereunder shall commence on October 1, 2016 (the "Commencement Date"), and shall terminate on September 30, 2021 ("Initial Term"). This Agreement will automatically renew for three (3) additional five (5) year term(s) (each five (5) year term shall be defined as an "Extension Term"), upon the same terms and conditions unless Grantee notifies Grantor in writing of Grantee's intention not to renew this Agreement at least sixty (60) days prior to the expiration of the Initial Term or then existing Extension Term. The Initial Term and any Extension Terms are collectively referred to as the Term ("Term"). Grantor and Grantee hereby agree that the Existing License shall terminate effective as of 11:59 p.m. on the day prior to the Commencement Date of this Agreement as if such date were originally stated to be the termination date of the Existing License. The termination of the Prior Agreement shall be effective without further documentation.

4. Fees and Expenses. Within sixty (60) calendar days following the Commencement Date and no later than September 1 of each subsequent year of the Term, Grantee shall pay to Grantor a use fee of Twenty Four Thousand and 00/100 Dollars (\$24,000.00) per year for the Initial Term, and then Twenty Seven Thousand Six Hundred Dollars (\$27,600.00) per year for the first five year Extension Term, and then Thirty One Thousand Seven Hundred Forty Dollars (\$31,740.00) per year for the second five year Extension Term, and then Thirty Six Thousand Five Hundred and One Dollars (\$36,501.00) per year for the third five year Extension Term (the "Use Fee"), which fee amount is inclusive of and shall cover electricity expenses typical for such installation and use. Use Fees for any fractional year shall be prorated. Use Fees, and/or any other charges or expenses owed by Grantee pursuant to the terms of this Agreement shall be payable to "Bursar, University of Idaho", and mailed to the attention of Auxiliary Services, University of Idaho, 875 Perimeter Dr. MS 2014, Moscow ID 83844-2014 or such other person as Grantor shall provide to Grantee on at least thirty (30) days prior written notice. In the event Grantee fails to pay the Use Fee and/or any charges or expenses assessed or incurred hereunder on or before the due date, then shall constitute a default by Grantee, and, in addition to all other remedies of the Grantor, Grantee shall pay late charges equal to ten (10) percent of the amount past due plus simple interest on the amount due equal to one (1) percent per month until paid.

5. Use of Site.

a. Subject to Grantor's prior written approval, such approval not to be unreasonably withheld conditioned or delayed, Grantee shall have the right to install, maintain, and

Site Name: UbiquiTel - U of I Campus

Site Number SP04UB113

operate Equipment specified in Exhibit A on the Site. All of Grantee's construction and installation work and any subsequent work shall be performed at Grantee's sole cost and expense and in a good and workmanlike manner and shall be subject to Grantor's prior written approval of Grantee's submitted installation plan such approval not to be unreasonably withheld, conditioned or delayed. Notwithstanding the foregoing, maintenance, repairs, like-kind or similar replacements of Facilities and modifications made within the interior of any shelters or base station equipment shall not require Grantor's prior written approval. Grantor's review shall include, but not be limited to timing of installation, method of installation, location of Equipment on the Site (to the extent they may vary from the initial installation specification and diagrams of Exhibit A) including the location of any equipment placed at some distance from the rooftop Site. Grantee shall submit information regarding appearance, attachment to the Site, the above and below ground wiring or cabling plan, the method and time of access for installation and facility or landscape restoration plan as well as any other information reasonably required by Grantor to determine the acceptability of Grantee's proposed installation. By Grantor's signature to this Agreement, Grantor hereby provides acknowledgement of its approval to the Equipment installation existing as of the Commencement Date. If Grantor does not respond in writing to Grantee's request for approval of the submitted installation plan within 15 days, the request will be deemed to have been approved in all respects by Grantor. Title to Equipment shall be held by Grantee. All Equipment shall remain Grantee's personal property and are not fixtures (except any prior or future improvements to the building's electrical system performed by Grantee and such improvements shall remain and become the property of Grantor upon installation). Grantee shall have the right to remove all Equipment at its sole expense on or before the expiration of this Agreement or its earlier termination; provided, Grantee restores the Premises and the routes used for access to the Premises to the condition that existed at the Commencement Date, reasonable wear and tear excepted.

b. Electricity shall be provided by Grantor. The costs for monthly electrical services consumed by Grantee's Equipment permitted under this Agreement are included in the monthly Use Fee paid by the Grantee to the Grantor. Unless failure or interruption of utility service is caused by the intentional act or omission of Grantor, Grantor shall not be liable in damages or otherwise for any failure or interruption of any utility service being furnished to the Site. No such failure or interruption, whether resulting from a casualty or otherwise, shall entitle Grantee to terminate this Agreement or to abate the Use Fee Grantee is required to make under this Agreement, unless such failure or interruption is caused by the gross negligence or intentional act or omission of Grantor. For the purposes of this Section "intentional act" shall not include events of failure or interruption required due to emergency or repair needs as reasonably determined by the Grantor. To the extent any interruption can be scheduled or otherwise anticipated, Grantor shall provide Grantee with no less than seventy-two hour notice prior to such interruption. No written approval or notice shall be required for emergency use of generators provided by Grantee. In the event of a loss of power to Grantee's Equipment, Grantee may install a temporary back-up emergency generator on the ground in a location identified by Grantor which is near the Site. Such emergency generator may be utilized and remain on Grantor's Property until such time as power is restored to Grantee's Equipment.

c. Grantor may require Grantee to take reasonable steps for installation of new equipment (including, but not limited to, prescribing a color and shape that blends with the Premises) to camouflage Equipment so that Equipment does not detract from the appearance of Site.



Site Name: UbiquiTel - U of I Campus

Site Number SP04UB113

d. Grantor reserves the one time right, upon one hundred and eighty (180) days prior written notice to Grantee, to relocate Equipment to another suitable site within Grantor's property ("Alternate Site"). The size, location and dimensions of the Alternate Site shall be mutually approved by the Parties prior to re-location as suitable for the purpose of operating telecommunication facilities and shall not materially diminish the signal pattern of Equipment or impair or in any manner diminish the quality of communications service provided by Grantee. In the event Grantee does not accept such Alternate Site proposed by Grantor, Grantee may terminate this Agreement effective one hundred eighty (180) days from the date of Grantor's notice to relocate from Site. The costs of relocating (or removing) Equipment to the approved Alternative Site (or from Grantor's property if Grantee does not accept Alternate Site) are the responsibility of Grantee. In the event Grantor orders relocation of Equipment to an Alternate Site as provided herein, Grantor shall pay Grantee \$10,000, with said amount to be paid as a deduction in the subsequent year's Use Fee (or paid directly to Grantee within thirty days of Grantee's removal of Equipment from Grantor's property if Grantee does not accept Alternate Site).

e. Grantee shall obtain all required permits and regulatory approvals prior to installation of Equipment. Costs for any such permits or approvals shall be the sole responsibility of Grantee or Grantee's agents. Grantor agrees to cooperate with Grantee, at Grantee's sole cost, with respect to obtaining any required zoning or other governmental approvals for the installation of the Equipment and contemplated use thereof.

f. Grantee shall not erect any signs (except as required by law), display any banners, or exhibit any type of promotional materials on or near the Site. Warning signs regarding Equipment may be permitted by Grantor upon written request by Grantee.

g. Grantee shall operate the Grantee Facilities in a manner that will not cause interference to Grantor and lessees, licensees, or occupants of the Property. All operations of Grantee shall comply with all Federal Communications Commission ("FCC") requirements and other applicable federal, state, and local laws, rules, regulations, and ordinances. Grantee will resolve any technical interference problems with other equipment or services located at or near the Premises, whether installed as of the Commencement Date or at a later date during the term of this Agreement. In the event that a technical interference problem arises, Grantee will work with Grantor to resolve the problem immediately in a mutually satisfactory manner. However, if a mutually satisfactory resolution cannot be agreed upon, the Grantor may, in its sole judgment, make the final determination of the manner in which the problem shall be resolved.

h. Grantee shall maintain Equipment and Site in good working condition. However, Grantee shall not be required to make any repairs to the Site unless such repairs shall be necessitated by reason of an act or omission of Grantee.

i. Nothing in this Agreement shall preclude Grantor from entering into similar agreements with other parties. Grantee shall not cause or permit any other communications service provider, alternative local carrier, or other third party owned or controlled facilities or equipment to be installed without the express written permission of Grantor.

Site Name: UbiquiTel - U of I Campus

Site Number SP04UB113

j. Grantee shall restore any landscaping or facility damaged by access for installation or subsequent maintenance, repair, operation, service, modification, or removal of Grantee's Equipment.

k. Grantee shall use caution in preparing the Site for utility placement or trenching (if any is required). In particular, the Parties recognize that standard locating measures may not reveal all previously placed utilities or other objects. As such, Grantee shall take all necessary precautions to prevent damaging any concealed/buried utilities and infrastructure that is likely present within the Site and adjoining grounds and Grantee shall instruct its construction crew to use caution and appropriate methods in order to avoid severing or damaging existing utilities or other objects from existing systems.

6. Grantor's Access to Premises. Grantor shall at all times have access to and the right to inspect the Premises and the Grantee Facilities. Grantor shall not have unsupervised access to Equipment, except in the event of emergency.

7. Taxes. If personal property or other taxes are assessed, Grantee shall pay any portion of such taxes directly and solely attributable to the Equipment.

8. Termination.

a. This Agreement may be terminated without further liability on thirty (30) days prior written notice by either party upon a non-monetary default of any covenant or term hereof by the other party, which default is not cured within thirty (30) days of receipt of written notice of default (10 days for monetary default), however if the nature of the default is such that it cannot be cured within thirty (30) days then no default will be deemed to exist so long as the defaulting party commences to cure the default within the thirty (30) day period and diligently prosecutes the same with reasonable diligence, provided that the grace period for any monetary default is thirty (30) days from receipt of written notice; or by Grantee for any or no reason, provided Grantee delivers written notice of early termination to Grantor.

b. Upon termination or expiration of this Agreement, Grantee, at its own expense, shall remove the Grantee Facilities and restore the Site to the condition that existed prior to Grantee's installation of Equipment, reasonable wear and tear excepted. Grantee may terminate this Agreement at any time on thirty (30) days prior written notice to Grantor. In the event Grantee terminates this Agreement early for reasons other than default by Grantor, Grantee's failure to obtain or maintain any license, permit, approval or authorization through no fault of Grantee, any portion of the Site or the Equipment is damaged, destroyed, condemned or transferred in lieu of condemnation; or the Site or the Equipment becomes inappropriate for Grantee's operations because of technological reasons, including, without limitation, signal interference, Grantee shall not be reimbursed for previously paid Use Fee, but such termination shall terminate all future Grantee obligations regarding subsequent years' Use Fee.

9. Destruction or Condemnation. If Grantee chooses not to terminate this Agreement upon destruction or condemnation, of the Site or Equipment the Use Fee shall be reduced or abated in proportion to the actual reduction or abatement of use of the Site until such time as the damage is repaired or Site replaced.

Site Name: UbiquiTel - U of I Campus

Site Number SP04UB113

10. Indemnity. Grantee and Grantee's agents and subcontractors shall, to the fullest extent permitted by law, indemnify, defend and save Grantor, its successors, assigns, and agents harmless from any and all claims, liabilities, losses, costs, charges, or expenses which Grantor may incur as a result of any act or omission of the Grantee, Grantee's agents, contractors, and subcontractors in their use of the Site under this Agreement or any other action in relation to this Agreement. This does not apply when such claims, damages, and liabilities are the result of negligent acts, errors, omissions or fault on the part of Grantor, its agents and assigns. If any action, claim or demand is made against Grantor for any act or omission of the Grantee, its agents, contractors and subcontractors, the Grantee agrees to assume the expense and shall pay all costs, charges, attorneys' fees, settlements, judgments or other expenses incurred by or obtained against Grantor, and also, including all attorneys' fees and costs associated with any appeal proceeding. This indemnification shall survive the termination of this Agreement for claims, liabilities, losses, costs, charges, or expenses occurring after termination but attributable to the uses authorized by this Agreement.

Subject to the limits of liability specified in Idaho Code 6-901 through 6-929, known as the *Idaho Tort Claims Act*, Grantor shall hold Grantee, its agents and assigns, harmless from and/or against claims, damages, and liabilities (including reasonable attorney's fees) that may be suffered or incurred and that arise as a direct result of and which are caused by the University's performance under this Agreement. This does not apply when such claims, damages, and liabilities are the result of negligent acts, errors, omissions or fault on the part of Grantee, its agents or assigns—including conditions of Grantor's premises, or when the claim or suit is made against Grantee by the University, the State of Idaho, or any of its agencies. Except for claims arising from its own acts of gross negligence or intentional misconduct, Grantor will not have any liability for personal injury or death, loss of revenue due to discontinuance of operations at the Site, or imperfect communications operations experienced by Grantee for any reason. The obligations pursuant to this Section 10 shall survive the termination or expiration of this Agreement. Grantee shall promptly notify the University of Idaho, Attn: Risk Management Officer, 875 Perimeter Dr MS 3162, Moscow ID 83844-3162, of any such claim of which it has knowledge and shall cooperate fully with Grantor or its representatives in the defense of the same. Grantor's liability coverage is provided through a self-funded liability program. Limits of liability are \$500,000 Combined Single Limits, which amount is the Grantor's limit of liability under the Idaho Tort Claims Act.

11. Insurance. Grantee and Grantee's contractors and subcontractors are required to carry the types and limits of insurance shown in this Section 11, and provide Grantor with a Certificate of Insurance executed by a duly authorized representative of each insurer, showing compliance with these insurance requirements. Certificates from Grantee and Grantee's contractor and subcontractors shall be provided within 30 days of Grantor's request for a Certificate of Insurance. All insurers shall have a Best's rating of "A minus V" or better and be eligible to do business in Idaho. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage Grantor may choose to maintain. All required liability policies shall include State of Idaho and the Regents of the University of Idaho as an additional insured. Grantor's additional insured status shall (i) be limited to bodily injury, property damage or personal and advertising injury caused, in whole or in part, by



Site Name: UbiquiTel - U of I Campus

Site Number SP04UB113

Grantee, its employees, agents or independent contractors; (ii) not extend to claims for punitive or exemplary damages arising out of the acts or omissions of Grantor, its employees, agents or independent contractors; and, (iii) not exceed Grantee's indemnification obligation under this Agreement, if any. Certificates shall be mailed to: 875 Perimeter Dr MS 3162, Moscow ID 83844-3162, Attn: Risk Management. All required policies shall contain waiver of subrogation coverage or endorsements. Failure of Grantor to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Grantor to identify a deficiency from evidence that is provided shall not be construed as a waiver of Grantee's obligation to maintain such insurance. Failure to maintain the required insurance may result in termination of this Agreement at Grantor's option. By requiring insurance herein, Grantor does not represent that coverage and limits will necessarily be adequate to protect Grantee and such coverage and limits shall not be deemed as a limitation on Grantee's liability under the indemnities granted to Grantor in this License. Grantee shall at its sole cost and expense, procure and maintain insurance of the types and in the amounts described below:

a. Commercial General and or Umbrella excess Liability Insurance: Grantee and Grantee's contractors and subcontractors while working hereunder shall maintain commercial general liability (CGL) and, if necessary, commercial umbrella insurance with a limit of not less than **\$1,000,000** each occurrence and \$2 million in the aggregate. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, sudden and accidental pollution for third parties, and contractual liability coverage.

b. Commercial Auto Insurance: Grantee and Grantee's agents, contractors and subcontractors while working hereunder shall maintain a Commercial Auto policy with a Combined Single Limit of \$1,000,000;. Coverage shall include Non-Owned and Hired Car coverage.

c. Personal property: In no event shall Grantor be liable for any damage to or loss of personal property sustained by Grantee or Grantee's agents or contractors, whether or not insured, even if such loss is caused by the negligence of Grantor, its employees, officers or agents.

d. Workers' Compensation: Where required by law, Grantee and Grantee's agents, contractors and subcontractors shall maintain all statutorily required coverages including Employer's Liability. Grantee is responsible for collecting Certificates of Insurance evidencing Workers Compensation coverage from Grantee's agents and subcontractors, and for forwarding such Certificates to Grantor.

Notwithstanding the forgoing, Grantee may, in its sole discretion, self insure any of the required insurance under the same terms as required by this Agreement. In the event Grantee elects to self-insure its obligation under this Agreement to include Grantor as an additional insured, the following conditions apply:

(i) Grantor shall promptly and no later than ten (10) days after notice thereof provide Grantee with written notice of any claim, demand, lawsuit, or the like for which it seeks coverage



Site Name: UbiquiTel - U of I Campus

Site Number SP04UB113

pursuant to this Section and provide Grantee with copies of any demands, notices, summonses, or legal papers received in connection with such claim, demand, lawsuit, or the like;

(ii) Grantor shall not settle any such claim, demand, lawsuit, or the like without the prior written consent of Grantee; and

(iii) Grantor shall fully cooperate with Grantee in the defense of the claim, demand, lawsuit, or the like.

12. Waiver of Subrogation. Grantor and Grantee release each other and their respective principals, employees, representatives, and agents, from any claims for damage to any person or to the Site or to the Equipment thereon or to the Site caused by, or that result from, risks insured against under property insurance policies carried by the parties and in force at the time of any such damage. Grantor and Grantee shall cause each property insurance policy or equivalent obtained by them to provide that the insurance company or equivalent waives all right of recovery by way of subrogation against the other in connection with any damage covered by any policy.

13. Assignment and Sub-licensing. Grantee will not assign or transfer this Lease or sublet all or any portion of the Premises without the prior written consent of Grantor, which consent will not be unreasonably withheld, conditioned or delayed; provided, however, that Grantee will have the right, without notice to or consent of Grantor, to sublease (or otherwise transfer or allow the use of) all or any portion of the Premises or assign its rights under this Agreement in whole or in part to: (a) any entity controlling, controlled by or under common control with Grantee; (b) any entity acquiring substantially all of the assets of Grantee; (c) any entity that is authorized to sell telecommunications products or services under the "Sprint" or "Sprint PCS" brand name or any successor brand name(s) or other brand name(s) used or licensed by Grantee's parent corporation ("Contract Affiliate"); or (d) any successor entity in a merger or consolidation involving Grantee. Grantor will not be entitled to any additional rent or other fees for its review or approval.

14. Hazardous Substances. Each Party agrees that it will not use, generate, store, or dispose of any Hazardous Material on, under, about, or within the Site or Grantor's property in violation of any law or regulation. As used in this paragraph, "Hazardous Material" shall mean petroleum or any petroleum product, asbestos, any substance known by the U. S. Government or the State of Idaho to cause cancer and/or reproductive toxicity, and/or any substance, chemical, or waste that is identified as hazardous, toxic, or dangerous in any applicable federal, state, or local law or regulation. Grantor represents that it has no knowledge of any Hazardous Materials on or under the Site or Property that is identified as hazardous, toxic or dangerous in any applicable federal, state or local law or regulation. Subject to the limits of liability specified in Idaho Code 6-901 through 6-929, known as the Tort Claims Act, Notwithstanding any provision contained in this Agreement to the contrary, Grantor agrees to hold harmless Grantee from any and all Claims relating to any Hazardous Material present on or affecting Grantor's Property prior to or on the Existing License, unless the presence or release of the Hazardous Material is caused by the activities of Grantee. The provisions of this Section will apply as of the effective date of the Agreement. The indemnity obligations under this Section will survive termination of this Agreement.

15. Attorneys' Fees. In the event of any controversy, claim or action being filed or instituted between the parties to this Agreement to enforce the terms and conditions of this

Site Name: UbiquiTel - U of I Campus

Site Number SP04UB113

Agreement or arising from the breach of any provision hereof, the prevailing party will be entitled to receive from the other party all costs, damages, and expenses, including reasonable attorneys' fees, incurred by the prevailing party, whether or not such controversy or claim is litigated or prosecuted to judgment. The prevailing party will be that party who was awarded judgment as a result of trial or arbitration, or who receives a payment of money from the other party in settlement of claims asserted by that party.

16. Notice. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested, to be effective when properly sent and received, refused or returned undelivered. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

The Grantor:

Regents of the University of Idaho  
Vice President, Finance & Admin  
Moscow, ID 83844-3168

The Grantee:

SprintCom, Inc.  
Sprint Property Services  
Site ID: SP04UB113  
Mailstop KSOPHT0101-Z2650  
6391 Sprint Parkway  
Overland Park, Kansas 66251-2650

With a mandatory copy to:

Sprint Law Department  
Site ID: SP04UB113  
Mailstop KSOPHT0101-Z2020  
6391 Sprint Parkway  
Overland Park, Kansas 66251-2020  
Attn.: Real Estate Attorney

17. Entire Agreement; Modification. This Agreement (and its attachments, if any) constitutes the entire understanding between the parties with respect to the subject matter hereof and may not be amended except by an agreement signed by an authorized representative of Grantee and an authorized representative of Grantor.

18. Governing Law; Forum. This Agreement shall be governed by and construed under the laws of the state of Idaho. The venue for any action brought to enforce this Agreement or otherwise shall be in the court of competent jurisdiction in Latah County, Idaho.

19. Non-Use of Names and Trademarks. Grantee shall not use the name, trade name, trademark, or other designation of the Grantor, or any contraction, abbreviation, or simulation of any of the foregoing, in any advertisement, for any commercial or promotional purpose, or for any

Site Name: UbiquiTel - U of I Campus

Site Number SP04UB113

other purpose (other than in performing under this Agreement) without the Grantor's prior written consent in each case.

20. Paragraph Headings. The paragraph headings in this Agreement are inserted for convenience only and shall not be construed to limit or modify the scope of any provision of this Agreement.

21. Non-Waiver. The delay or failure of either party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights, nor shall the same be deemed to be a waiver of any subsequent breach, either of the same provision or otherwise.

22. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (except for financial ability), shall excuse the performance, except for the payment of money, by such party for a period equal to any such prevention, delay or stoppage.

23. Nondiscrimination and Affirmative Action.

A. Grantee shall not discriminate against any employee or applicant for employment in the performance of this Agreement, with respect to tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, sex, color, religion, age, status as disabled or a veteran, or physical or mental handicaps, national origin or ancestry. Breach of this covenant may be regarded as a material breach of this Agreement. Grantee certifies that it does not, and will not maintain segregated facilities or accommodations on the basis of race, color, religion or national origin. Regarding any position for which an employee or an applicant is qualified, the Grantee agrees to take affirmative action to employ, train, advance in employment, and retain individuals in accordance with applicable laws and regulations including:

1. For nondiscrimination based on race, color, religion, sex or national origin, this includes, but is not limited to, the U.S. Constitution, and Parts II and IV of Executive Order 11246, September 24, 1965 (30 FR 12319). Grantee disputes related to compliance with its obligations shall be handled according to the rules, regulations, and relevant orders of the Secretary of Labor (See 41 CFR 60-1.1).

2. For nondiscrimination based on Disabled or Vietnam Veterans this includes, but is not limited to, the Vietnam Era Veterans Readjustment Assistance Act of 1972, as amended (38 U.S.C. 4012)(the Act); Executive Order 11701, January 24, 1973 (38 CFR 2675, January 29, 1973); and the regulations of the Secretary of Labor (41 CFR Part 60-250).

3. For nondiscrimination based on the Handicapped this includes, but is not limited to, Section 503 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 793)(the Act); Executive Order 11758, January 15, 1974; and the regulations of the Secretary of Labor (41 FR Part 60- 741).

Site Name: UbiquiTel - U of I Campus

Site Number SP04UB113

4. For nondiscrimination based on Age this includes, but is not limited to, Executive Order 11141, February 12, 1964 (29 CFR 2477).

B. Grantee shall include the terms of this clause in every subcontract or purchase order exceeding \$50,000 which is related to the performance and obligations under this Agreement and shall act as specified by the Department of Labor to enforce the terms and implement remedies.

24. Institution's Rules, Regulations, and Instructions. Grantee shall follow and comply with all rules and regulations of the Grantor and the reasonable instructions of Grantor's personnel. The Grantor reserves the right to require the removal of any worker it deems unsatisfactory for any reason.

25. Representations and Warranties. Grantee represents and warrants the following: (a) that it is financially solvent, able to pay its debts as they mature, and possessed of sufficient working capital to perform its obligations hereunder; (b) that it may legally conduct business in Idaho, that is properly licensed by all necessary governmental and public and quasi-public authorities having jurisdiction over it and the services, equipment, and goods required hereunder, and that it has or will obtain all licenses and permits required by law; (c) that in performing the services called for hereunder Grantee will not be in breach of any agreement with a third party; and (d) that it has inspected the property and the Site and that the same are suitable and adequate in all respects for Grantee's operations under this Agreement.

26. Binding Effect. This Agreement is for the benefit only of the parties hereto and shall be binding on and inure to the benefit of the successors and permitted assignees of the respective parties.

27. Time of Essence. All times provided for in this Agreement, or in any other document executed hereunder, for the performance of any act will be strictly construed, time being of the essence.

28. No Joint Venture. Nothing contained in this agreement shall be construed as creating a joint venture, partnership, or agency relationship between the parties.

29. Entity Authority. Each individual executing this Agreement on behalf of an entity represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of said entity in accordance with duly adopted organizational documents or agreements and if appropriate a resolution of the entity, and that this Agreement is binding upon said entity in accordance with its terms.



Site Name: UbiquiTel - U of I Campus

Site Number SP04UB113

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement:

GRANTOR:

Board of Regents of the University  
of Idaho, a state educational institution,  
and a body politic and corporate organized  
and existing under the Constitution and laws  
of the state of Idaho

\_\_\_\_\_  
Daniel R. Ewart, Vice President  
Infrastructure

Date: \_\_\_\_\_

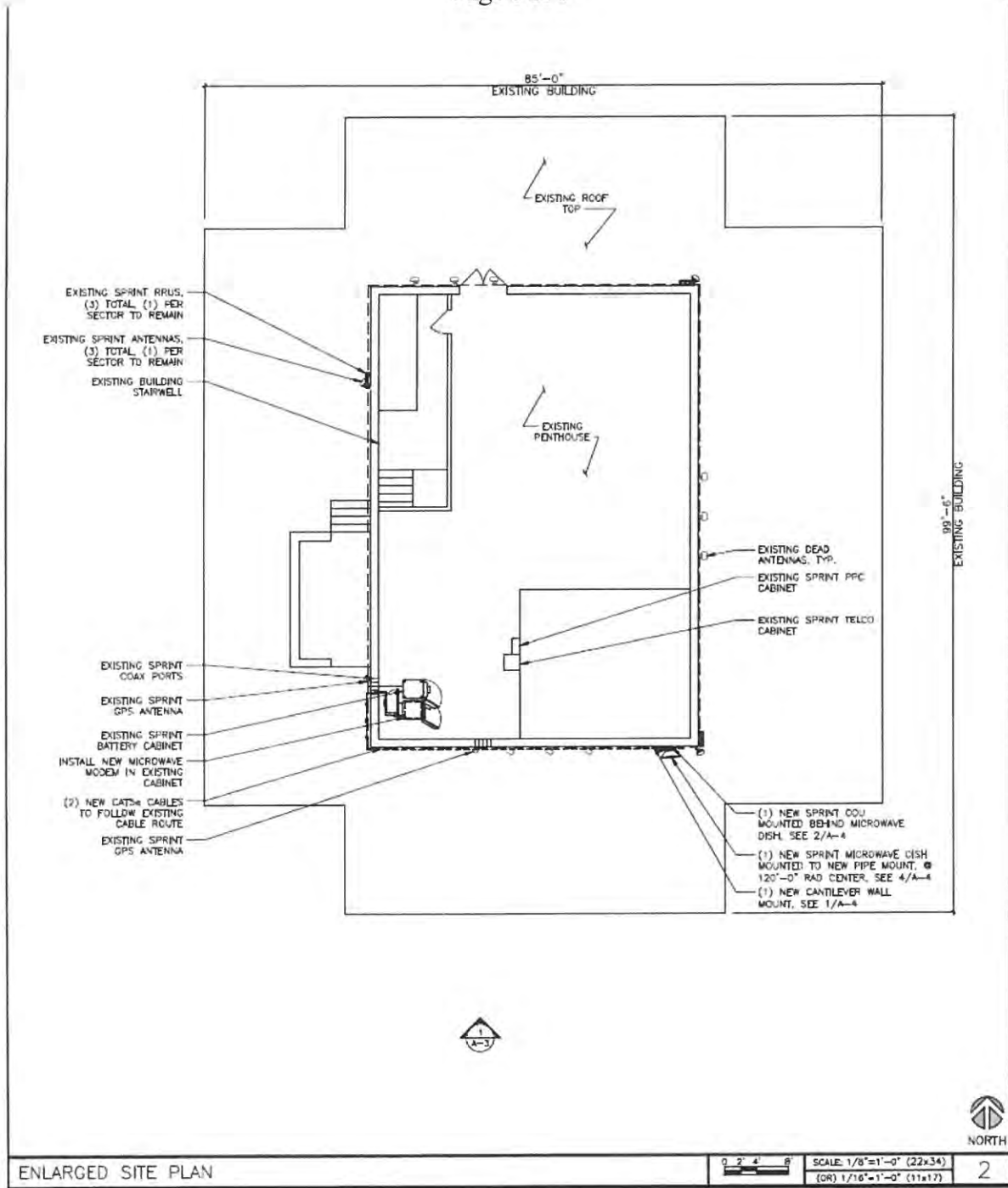
GRANTEE:

SprintCom, Inc.,  
a Kansas corporation

\_\_\_\_\_  
By: Michael Mizzell  
Its: Manager – Vendor Management

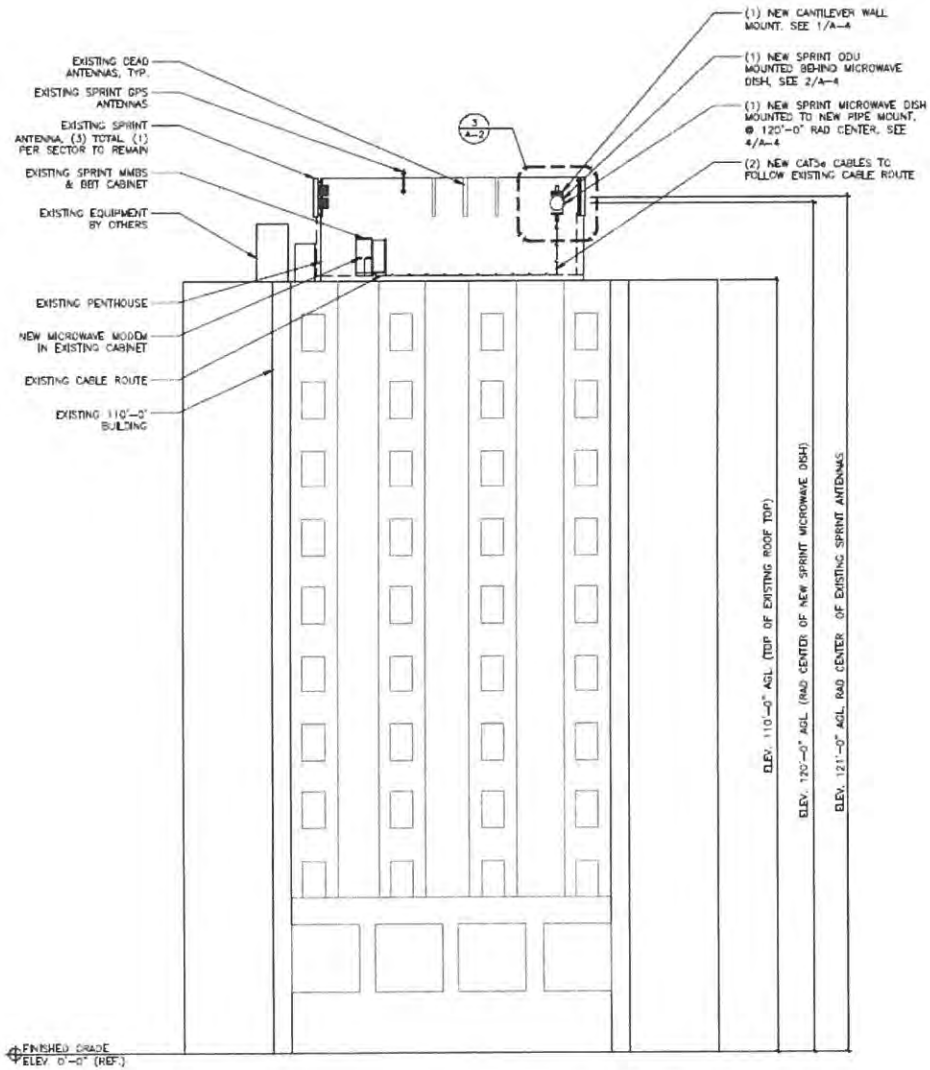
Date: \_\_\_\_\_

EXHIBIT A  
Page 1 of 3



SITE PLAN

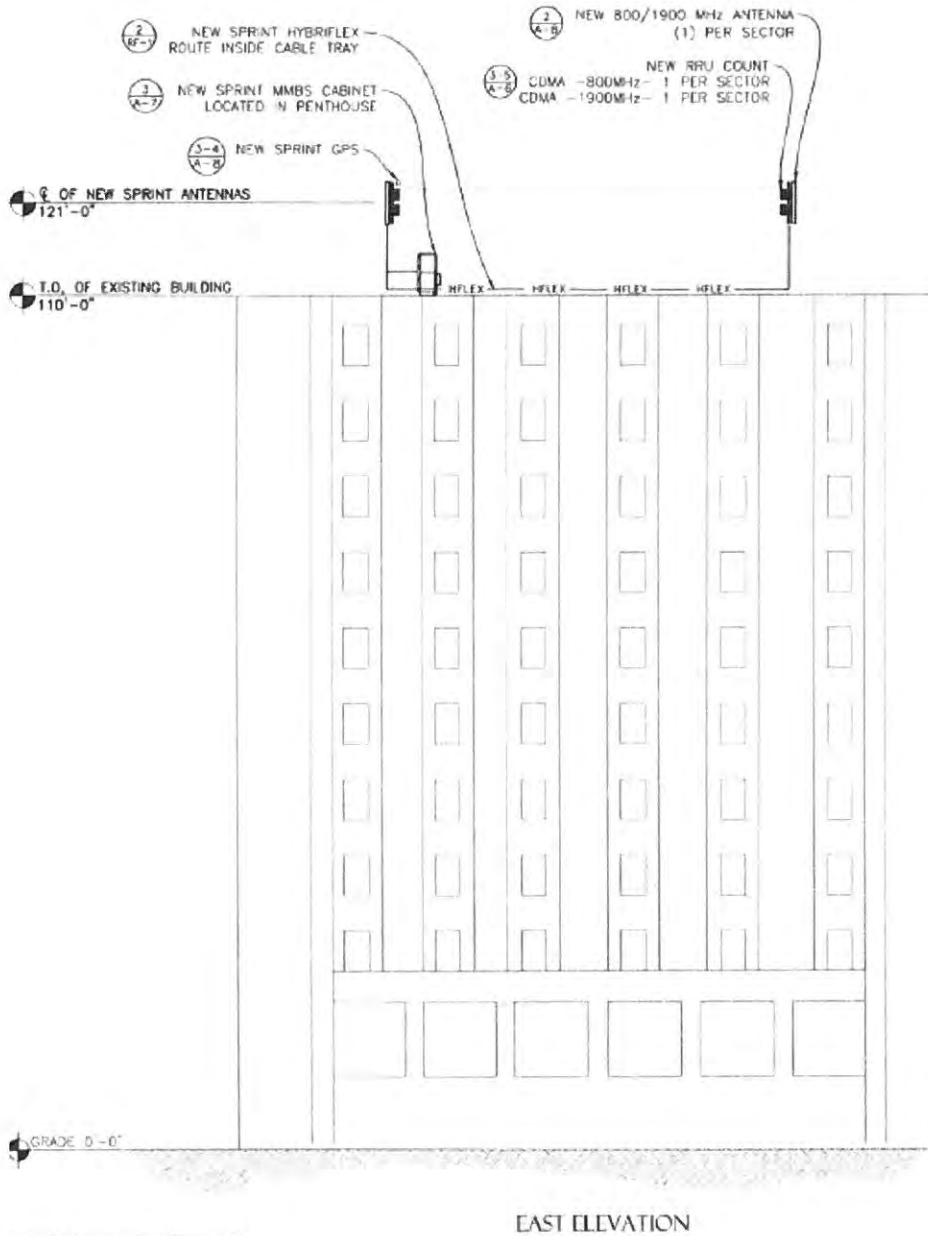
EXHIBIT A  
 Page 2 of 3



NEW SOUTH ELEVATION		SCALE 3/32"=1'-0" (22x34)	1
		(OR) 3/64"=1'-0" (11x17)	

Elevation

EXHIBIT A



ANALYSIS MUST BE  
CONDUCTED BY LICENSEE



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**CONSENT AGENDA  
OCTOBER 20, 2016**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

License Agreement with Sprint to permit continued operation and maintenance of Sprint infrastructure on the University of Idaho's (UI) "I" Water Tank.

**REFERENCE**

March 2004	The Idaho State Board of Education (Board) approved License Agreement with Verizon Wireless Services
February 2007	The Board approved extension of License Agreement with Verizon Wireless Services
August 2014	The Board approved License Agreement with AT&T Wireless Services
October 2014	The Board approved License Agreement with Verizon Wireless Services

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b.i.

**BACKGROUND/DISCUSSION**

Since 2005 Sprint has been permitted, through a prior license agreement, to install and maintain transmission equipment on the leg of UI's "I" Water Tank. This equipment is used by Sprint to provide its customers with wireless personal communication service in the surrounding area. The original agreement provided for an annual payment of \$9,600 to UI. The agreement provided for escalations to a current annual fee of \$11,616 and could be terminated by either party with at least one year's prior notice. As permitted by the current agreement, the site has been periodically updated to install newer technology for personal phone and data. UI administration has proposed—and Sprint has tentatively agreed—to revise the terms of this agreement to increase the annual fee paid to \$24,000/yr. The proposed agreement also provides Sprint with permission to use the site for five years, with the ability for Sprint to extend for two additional five year periods. These renewal periods provide fee increases of 15% to UI for each of the two extensions.

**IMPACT**

UI will receive a substantial increase in payment to extend the license agreement. The installations do not interfere with UI operations at this water storage facility.

**ATTACHMENTS**

Attachment 1 – Proposed License

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval.

**CONSENT AGENDA  
OCTOBER 20, 2016**

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**BOARD ACTION**

I move to approve the request by the University of Idaho for authority to grant a five year license to Sprint in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Vice President for Infrastructure to execute the license and any related documents.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**LICENSE AGREEMENT**

This License Agreement (“Agreement”) is made between the Board of Regents of the University of Idaho, a state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho (“Grantor”), and SprintCom, Inc., a Kansas corporation (“Grantee”), collectively the “Parties”.

**RECITALS**

A. WHEREAS, Grantor and Grantee (or its predecessor in interest) entered into that certain License Agreement on May 19, 2005 (“Existing License”) for purposes of installing, operating, and maintaining a personal communications service systems facility at 1000 Nez Perce Dr., Moscow ID 83844 (“Site”).

B. WHEREAS, the Parties hereby mutually agree to terminate the Existing License agreement and replace with this Agreement.

C. WHEREAS, Grantee wishes to install, operate, and maintain equipment necessary for purposes of operating a personal communications service systems specified in Exhibit A (“Equipment”) on the Grantor’s Site known as the I Tower, which is a water storage tank on the campus of the University of Idaho. The portion of the Site granted to Grantee is identified as the “Premises”.

D. WHEREAS, Grantor wishes to grant and Grantee wishes to receive a license for purposes of installing, operating, and maintaining Equipment all on the terms and conditions set forth herein;

WHEREFORE, Parties agree as follows:

**TERMS AND CONDITIONS**

1. Grant; Site. Subject to the conditions, limitations, and restrictions set forth herein and the rules, procedures, and policies of the Grantor, the Grantor does hereby grant to Grantee a non-exclusive license to install, operate, replace, modify maintain and remove Equipment on the Site for the purpose of broadcasting, and for the transmission and reception of communication signals. The Parties recognize and agree that nothing in this Agreement is intended or shall be construed to be an easement or the granting of an interest in real property beyond permission to use as provided herein. It is expressly understood that all rights granted to Grantee under this Agreement are irrevocable until this Agreement expires or sooner terminates as provided herein.

2. Access to Premises. Grantee may gain periodic access to the Site by calling (208) 885-6271. Except in cases of emergency (“emergency” meaning the existing or imminent disruption of Grantee’s permitted service without immediate access), all scheduling for access and the actual access shall occur between 8 am to 4 pm Monday through Friday, excluding University of Idaho holidays. Such non-emergency access shall be requested at least 48 hours prior to the planned time for requested access. Subject to specific Grantor approval, such approval not to be

Site Name: UbiquiTel - Vandals

Site Number SP03UB188

unreasonably withheld, conditioned or delayed, Grantee shall have rights of ingress and egress to the Site for the purposes of installing, inspecting, repairing, maintaining, operating, servicing or removing Grantee's Equipment. However, prior to entrance into or onto the grounds and tower, Grantee's agent or contractor shall provide photo identification identifying the person as an employee of the Grantee or Grantee's contractor or subcontractor. Upon notification and identification as provided herein, an employee or agent of Grantor shall arrange for Grantee to enter the Site. Grantor may require Grantee and its employees, agents, and contractors be accompanied by an employee or agent of Grantor at all times while Grantee and its employees, agents, and contractors are on or about Grantor's property or at the Site. At no cost to Grantee, Grantor shall provide Grantee with the necessary temporary parking permits to facilitate Grantee's access. Grantor shall not have unsupervised access to the Premises where Grantee's Equipment is located, except in the event of an emergency as reasonably determined by Grantor. Due to the natural surfaces between the nearest road and the Site, Grantee hereby acknowledges that Grantor may delay non-emergency access to Site when in Grantor's sole determination access to the Site will cause damages to the grounds requiring immediate repair or if in the Grantor's determination such access could result in damage to Grantee's vehicles or result in Grantee's vehicles becoming stuck in the natural surfaces which must be traversed for access to Site.

3. Term of License. The license granted hereunder shall commence on October 1, 2016 (the "Commencement Date"), and shall terminate on September 30, 2021 ("Initial Term"). This Agreement will automatically renew for three (3) additional five (5) year term(s) (each five (5) year term shall be defined as an "Extension Term"), upon the same terms and conditions unless Grantee notifies Grantor in writing of Grantee's intention not to renew this Agreement at least sixty (60) days prior to the expiration of the Initial Term or then existing Extension Term. The Initial Term and any Extension Terms are collectively referred to as the Term ("Term"). Grantor and Grantee hereby agree that the Existing License shall terminate effective as of 11:59 p.m. on the day prior to the Commencement Date of this Agreement as if such date were originally stated to be the termination date of the Existing License. The termination of the Prior Agreement shall be effective without further documentation.

4. Fees and Expenses. Within sixty (60) calendar days following the Commencement Date and no later than October 1 of each subsequent year of the Term, Grantee shall pay to Grantor a use fee of Twenty Four Thousand and 00/100 Dollars (\$24,000.00) per year for the Initial Term, and then Twenty Seven Thousand Six Hundred Dollars (\$27,600.00) per year for the first five year Extension Term, and then Thirty One Thousand Seven Hundred Forty Dollars (\$31,740.00) per year for the second five year Extension Term, and then Thirty Six Thousand Five Hundred and One Dollars (\$36,501.00) per year for the third five year Extension Term (the "Use Fee"), which fee amount is inclusive of and shall cover electricity expenses typical for such installation and use. Use Fees for any fractional year shall be prorated. Use Fees, and/or any other charges or expenses owed by Grantee pursuant to the terms of this Agreement shall be payable to "Bursar, University of Idaho", and mailed to the attention of Infrastructure Business Office, University of Idaho, 875 Perimeter Dr. MS 3162, Moscow ID 83844-3162 or such other person as Grantor shall provide to Grantee on at least thirty (30) days prior written notice. Failure to pay the Use Fee and/or any charges or expenses assessed or incurred hereunder on or before the due date shall constitute a default by Grantee, and, in addition to all other remedies of the Grantor, Grantee shall pay late charges equal to ten (10) percent of the amount past due plus simple interest on the amount due equal to one (1) percent per month until paid.

Site Name: UbiquiTel - Vandals

Site Number SP03UB188

5. Use of Site.

a. Subject to Grantor's prior written approval, such approval not to be unreasonably withheld conditioned or delayed, Grantee shall have the right to install, maintain, and operate Equipment specified in Exhibit A on the Site. All of Grantee's construction and installation work and any subsequent work shall be performed at Grantee's sole cost and expense and in a good and workmanlike manner and shall be subject to Grantor's prior written approval of Grantee's submitted installation plan such approval not to be unreasonably withheld, conditioned or delayed. Notwithstanding the foregoing, maintenance, repairs, like-kind or similar replacements of Facilities and modifications made within the interior of any shelters or base station equipment shall not require Grantor's prior written approval. Grantor's review shall include, but not be limited to timing of installation, method of installation, location of Equipment on the Site (to the extent they may vary from the initial installation specification and diagrams of Exhibit A) including the location of any equipment placed at some distance from the rooftop Site. Grantee shall submit information regarding appearance, attachment to the Site, the above and below ground wiring or cabling plan, the method and time of access for installation and facility or landscape restoration plan as well as any other information reasonably required by Grantor to determine the acceptability of Grantee's proposed installation. By Grantor's signature to this Agreement, Grantor hereby provides acknowledgement of its approval to the Equipment installation existing as of the Commencement Date. If Grantor does not respond in writing to Grantee's request for approval of the submitted installation plan within 15 days, the request will be deemed to have been approved in all respects by Grantor. Title to Equipment shall be held by Grantee. All Equipment shall remain Grantee's personal property and are not fixtures (except any prior or future improvements to the building's electrical system performed by Grantee and such improvements shall remain and become the property of Grantor upon installation). Grantee shall have the right to remove all Equipment at its sole expense on or before the expiration of this Agreement or its earlier termination; provided, Grantee restores the Premises and the routes used for access to the Premises to the condition that existed at the Commencement Date, reasonable wear and tear excepted.

b. Electricity shall be provided by Grantor. The costs for monthly electrical services consumed by Grantee's Equipment permitted under this Agreement are included in the monthly Use Fee paid by the Grantee to the Grantor. Unless failure or interruption of utility service is caused by the intentional act or omission of Grantor, Grantor shall not be liable in damages or otherwise for any failure or interruption of any utility service being furnished to the Site. No such failure or interruption, whether resulting from a casualty or otherwise, shall entitle Grantee to terminate this Agreement or to abate the Use Fee Grantee is required to make under this Agreement, unless such failure or interruption is caused by the gross negligence or intentional act or omission of Grantor. For the purposes of this Section "intentional act" shall not include events of failure or interruption required due to emergency or repair needs as reasonably determined by the Grantor. To the extent any interruption can be scheduled or otherwise anticipated, Grantor shall provide Grantee with no less than seventy-two hour notice prior to such interruption. No written approval or notice shall be required for emergency use of generators provided by Grantee. In the event of a loss of power to Grantee's Equipment, Grantee may install a temporary back-up emergency generator on the ground in a location identified by Grantor which is near the Site. Such emergency generator may be utilized and remain on Grantor's Property until such time as power is restored to Grantee's Equipment.



Site Name: UbiquiTel - Vandals

Site Number SP03UB188

c. Grantor may require Grantee to take reasonable steps for installation of new equipment (including, but not limited to, prescribing a color and shape that blends with the Premises) to camouflage Equipment so that Equipment does not detract from the appearance of Site.

d. Grantor reserves the one time right, upon one hundred and eighty (180) days prior written notice to Grantee, to relocate Equipment to another suitable site within Grantor's property ("Alternate Site"). The size, location and dimensions of the Alternate Site shall be mutually approved by the Parties prior to re-location as suitable for the purpose of operating telecommunication facilities and shall not materially diminish the signal pattern of Equipment or impair or in any manner diminish the quality of communications service provided by Grantee. In the event Grantee does not accept such Alternate Site proposed by Grantor, Grantee may terminate this Agreement effective one hundred eighty (180) days from the date of Grantor's notice to relocate from Site. The costs of relocating (or removing) Equipment to the approved Alternative Site (or from Grantor's property if Grantee does not accept Alternate Site) are the responsibility of Grantee. In the event Grantor orders relocation of Equipment to an Alternate Site as provided herein, Grantor shall pay Grantee \$10,000, with said amount to be paid as a deduction in the subsequent year's Use Fee (or paid directly to Grantee within thirty days of Grantee's removal of Equipment from Grantor's property if Grantee does not accept Alternate Site).

e. Grantee shall obtain all required permits and regulatory approvals prior to installation of Equipment. Costs for any such permits or approvals shall be the sole responsibility of Grantee or Grantee's agents. Grantor agrees to cooperate with Grantee, at Grantee's sole cost, with respect to obtaining any required zoning or other governmental approvals for the installation of the Equipment and contemplated use thereof.

f. Grantee shall not erect any signs (except as required by law), display any banners, or exhibit any type of promotional materials on or near the Site. Warning signs regarding Equipment may be permitted by Grantor upon written request by Grantee.

g. Grantee shall operate Equipment in a manner that will not cause interference to Grantor and lessees, licensees, of the structure. All operations of Grantee shall comply with all Federal Communications Commission ("FCC") requirements and other applicable federal, state, and local laws, rules, regulations, and ordinances. Grantee will resolve any technical interference problems with other equipment or services located at or near the Premises, whether installed as of the Commencement Date or at a later date during the Term of this Agreement. In the event that a technical interference problem arises, Grantee will work with Grantor to resolve the problem immediately in a mutually satisfactory manner. However, if a mutually satisfactory resolution cannot be agreed upon, the Grantor may, in its sole judgment, make the final determination of the manner in which the problem shall be resolved.

h. Grantee shall maintain Equipment and Site in good working condition. However, Grantee shall not be required to make any repairs to the Site unless such repairs shall be necessitated by reason of an act or omission of Grantee.

i. Nothing in this Agreement shall preclude Grantor from entering into similar agreements with other parties. Grantee shall not cause or permit any other communications service

Site Name: UbiquiTel - Vandals

Site Number SP03UB188

provider, alternative local carrier, or other third party owned or controlled facilities or equipment to be installed without the express written permission of Grantor.

j. Grantee shall restore any landscaping or facility damaged by access for installation or subsequent maintenance, repair, operation, service, modification, or removal of Grantee's Equipment.

k. Grantee shall use caution in preparing the Site for utility placement or trenching (if any is required). In particular, the Parties recognize that standard locating measures may not reveal all previously placed utilities or other objects. As such, Grantee shall take all necessary precautions to prevent damaging any concealed/buried utilities and infrastructure that is likely present within the Site and adjoining grounds and Grantee shall instruct its construction crew to use caution and appropriate methods in order to avoid severing or damaging existing utilities or other objects from existing systems.

6. Grantor's Access to Premises. Grantor shall at all times have access to and the right to inspect the Premises and the Grantee Facilities. Grantor shall not have unsupervised access to Equipment, except in the event of emergency.

7. Taxes. If personal property or other taxes are assessed, Grantee shall pay any portion of such taxes directly and solely attributable to the Equipment.

8. Termination.

a. This Agreement may be terminated without further liability on thirty (30) days prior written notice by either party upon a default of any covenant or term hereof by the other party, which default is not cured within thirty (30) days of receipt of written notice of default, however if the nature of the default is such that it cannot be cured within thirty (30) days then no default will be deemed to exist so long as the defaulting party commences to cure the default within the thirty (30) day period and diligently prosecutes the same with reasonable diligence, provided that the grace period for any monetary default is thirty (30) days from receipt of written notice; or by Grantee for any or no reason, provided Grantee delivers written notice of early termination to Grantor.

b. Upon termination or expiration of this Agreement, Grantee, at its own expense, shall remove the Grantee Facilities and restore the Site to the condition that existed prior to Grantee's installation of Equipment, reasonable wear and tear excepted. Grantee may terminate this Agreement at any time on thirty (30) days prior written notice to Grantor. In the event Grantee terminates this Agreement early for reasons other than default by Grantor, Grantee's failure to obtain or maintain any license, permit, approval or authorization through no fault of Grantee, any portion of the Site or the Equipment is damaged, destroyed, condemned or transferred in lieu of condemnation; or the Site or the Equipment becomes inappropriate for Grantee's operations because of technological reasons, including, without limitation, signal interference, Grantee shall not be reimbursed for previously paid Use Fee, but such termination shall terminate all future Grantee obligations regarding subsequent years' Use Fee.



Site Name: UbiquiTel - Vandals

Site Number SP03UB188

9. Destruction or Condemnation. If Grantee chooses not to terminate this Agreement upon destruction or condemnation of the Site or Equipment, the Use Fee shall be reduced or abated in proportion to the actual reduction or abatement of use of the Site until such time as the damage is repaired or Site replaced.

10. Indemnity. Grantee and Grantee's agents and subcontractors shall, to the fullest extent permitted by law, indemnify, defend and save Grantor, its successors, assigns, and agents harmless from any and all claims, liabilities, losses, costs, charges, or expenses which Grantor may incur as a result of any act or omission of the Grantee, Grantee's agents, contractors, and subcontractors in their use of the Site under this Agreement or any other action in relation to this Agreement. This does not apply when such claims, damages, and liabilities are the result of negligent acts, errors, omissions or fault on the part of Grantor, its agents and assigns. If any action, claim or demand is made against Grantor for any act or omission of the Grantee, its agents, contractors and subcontractors, the Grantee agrees to assume the expense and shall pay all costs, charges, attorneys' fees, settlements, judgments or other expenses incurred by or obtained against Grantor, and also, including all attorneys' fees and costs associated with any appeal proceeding. This indemnification shall survive the termination of this Agreement for claims, liabilities, losses, costs, charges, or expenses occurring after termination but attributable to the uses authorized by this Agreement.

Subject to the limits of liability specified in Idaho Code 6-901 through 6-929, known as the *Idaho Tort Claims Act*, Grantor shall hold Grantee, its agents and assigns, harmless from and/or against claims, damages, and liabilities (including reasonable attorney's fees) that may be suffered or incurred and that arise as a direct result of and which are caused by the University's performance under this Agreement. This does not apply when such claims, damages, and liabilities are the result of negligent acts, errors, omissions or fault on the part of Grantee, its agents or assigns—including conditions of Grantor's premises, or when the claim or suit is made against Grantee by the University, the State of Idaho, or any of its agencies. Except for claims arising from its own acts of gross negligence or intentional misconduct, Grantor will not have any liability for personal injury or death, loss of revenue due to discontinuance of operations at the Site, or imperfect communications operations experienced by Grantee for any reason. The obligations pursuant to this Section 10 shall survive the termination or expiration of this Agreement. Grantee shall promptly notify the University of Idaho, Attn: Risk Manager, 875 Perimeter Dr. MS 2285, Moscow ID 83844-2285, of any such claim of which it has knowledge and shall cooperate fully with Grantor or its representatives in the defense of the same. Grantor's liability coverage is provided through a self-funded liability program. Limits of liability are \$500,000 Combined Single Limits, which amount is the Grantor's limit of liability under the Idaho Tort Claims Act.

11. Insurance. Grantee and Grantee's contractors and subcontractors are required to carry the types and limits of insurance shown in this Section 11, and provide Grantor with a Certificate of Insurance executed by a duly authorized representative of each insurer, showing compliance with these insurance requirements. Certificates from Grantee and Grantee's contractor and subcontractors shall be provided within 30 days of Grantor's request for a Certificate of Insurance. All insurers shall have a Best's rating of "A minus V" or better and be eligible to do business in Idaho. All policies required shall be written as primary policies

Site Name: UbiquiTel - Vandals

Site Number SP03UB188

and not contributing to nor in excess of any coverage Grantor may choose to maintain. All required liability policies shall include State of Idaho and the Regents of the University of Idaho as an additional insured. Grantor's additional insured status shall (i) be limited to bodily injury, property damage or personal and advertising injury caused, in whole or in part, by Grantee, its employees, agents or independent contractors; (ii) not extend to claims for punitive or exemplary damages arising out of the acts or omissions of Grantor, its employees, agents or independent contractors; and, (iii) not exceed Grantee's indemnification obligation under this Agreement, if any. Certificates shall be mailed to: 875 Perimeter Dr. MS 2285, Moscow ID 83844-2285, Attn: Risk Manager. All required policies shall contain waiver of subrogation coverage or endorsements. Failure of Grantor to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Grantor to identify a deficiency from evidence that is provided shall not be construed as a waiver of Grantee's obligation to maintain such insurance. Failure to maintain the required insurance may result in termination of this Agreement at Grantor's option. By requiring insurance herein, Grantor does not represent that coverage and limits will necessarily be adequate to protect Grantee and such coverage and limits shall not be deemed as a limitation on Grantee's liability under the indemnities granted to Grantor in this License. Grantee shall at its sole cost and expense, procure and maintain insurance of the types and in the amounts described below:

a. Commercial General and or Umbrella excess Liability Insurance: Grantee and Grantee's contractors and subcontractors while working hereunder shall maintain commercial general liability (CGL) and, if necessary, commercial umbrella insurance with a limit of not less than **\$1,000,000** each occurrence and \$2 million in the aggregate. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, sudden and accidental pollution for third parties, and contractual liability coverage.

b. Commercial Auto Insurance: Grantee and Grantee's agents, contractors and subcontractors while working hereunder shall maintain a Commercial Auto policy with a Combined Single Limit of \$1,000,000. Coverage shall include Non-Owned and Hired Car coverage.

c. Personal property: In no event shall Grantor be liable for any damage to or loss of personal property sustained by Grantee or Grantee's agents or contractors, whether or not insured, even if such loss is caused by the negligence of Grantor, its employees, officers or agents.

d. Workers' Compensation: Where required by law, Grantee and Grantee's agents, contractors and subcontractors shall maintain all statutorily required coverages including Employer's Liability. Grantee is responsible for collecting Certificates of Insurance evidencing Workers Compensation coverage from Grantee's agents and subcontractors, and for forwarding such Certificates to Grantor.

Notwithstanding the forgoing, Grantee may, in its sole discretion, self insure any of the required insurance under the same terms as required by this Agreement. In the event Grantee

Site Name: UbiquiTel - Vandals

Site Number SP03UB188

elects to self-insure its obligation under this Agreement to include Grantor as an additional insured, the following conditions apply:

(i) Grantor shall promptly and no later than ten (10) days after notice thereof provide Grantee with written notice of any claim, demand, lawsuit, or the like for which it seeks coverage pursuant to this Section and provide Grantee with copies of any demands, notices, summonses, or legal papers received in connection with such claim, demand, lawsuit, or the like;

(ii) Grantor shall not settle any such claim, demand, lawsuit, or the like without the prior written consent of Grantee; and

(iii) Grantor shall fully cooperate with Grantee in the defense of the claim, demand, lawsuit, or the like.

12. Waiver of Subrogation. Grantor and Grantee release each other and their respective principals, employees, representatives, and agents, from any claims for damage to any person or to the Site or to the Equipment thereon or to the Site caused by, or that result from, risks insured against under property insurance policies carried by the parties and in force at the time of any such damage. Grantor and Grantee shall cause each property insurance policy or equivalent obtained by them to provide that the insurance company or equivalent waives all right of recovery by way of subrogation against the other in connection with any damage covered by any policy.

13. Assignment and Sub-licensing. Grantee will not assign or transfer this Lease or sublet all or any portion of the Premises without the prior written consent of Grantor, which consent will not be unreasonably withheld, conditioned or delayed; provided, however, that Grantee will have the right, without notice to or consent of Grantor, to sublease (or otherwise transfer or allow the use of) all or any portion of the Premises or assign its rights under this Agreement in whole or in part to: (a) any entity controlling, controlled by or under common control with Grantee; (b) any entity acquiring substantially all of the assets of Grantee; (c) any entity that is authorized to sell telecommunications products or services under the "Sprint" or "Sprint PCS" brand name or any successor brand name(s) or other brand name(s) used or licensed by Grantee's parent corporation ("Contract Affiliate"); or (d) any successor entity in a merger or consolidation involving Grantee. Grantor will not be entitled to any additional rent or other fees for its review or approval.

14. Hazardous Substances. Each Party agrees that it will not use, generate, store, or dispose of any Hazardous Material on, under, about, or within the Site or Grantor's property in violation of any law or regulation. As used in this paragraph, "Hazardous Material" shall mean petroleum or any petroleum product, asbestos, any substance known by the U. S. Government or the State of Idaho to cause cancer and/or reproductive toxicity, and/or any substance, chemical, or waste that is identified as hazardous, toxic, or dangerous in any applicable federal, state, or local law or regulation. Grantor represents that it has no knowledge of any Hazardous Materials on or under the Site or Property that is identified as hazardous, toxic or dangerous in any applicable federal, state or local law or regulation. Subject to the limits of liability specified in Idaho Code 6-901 through 6-929, known as the Tort Claims Act, Notwithstanding any provision contained in this Agreement to the contrary, Grantor agrees to hold harmless Grantee from any and all Claims relating to any Hazardous Material present on or affecting Grantor's Property prior to or on the Existing License, unless the presence or release of the Hazardous Material is caused by the activities of Grantee. The



Site Name: UbiquiTel - Vandals

Site Number SP03UB188

provisions of this Section will apply as of the effective date of the Agreement. The indemnity obligations under this Section will survive termination of this Agreement.

15. Attorneys' Fees. In the event of any controversy, claim or action being filed or instituted between the parties to this Agreement to enforce the terms and conditions of this Agreement or arising from the breach of any provision hereof, the prevailing party will be entitled to receive from the other party all costs, damages, and expenses, including reasonable attorneys' fees, incurred by the prevailing party, whether or not such controversy or claim is litigated or prosecuted to judgment. The prevailing party will be that party who was awarded judgment as a result of trial or arbitration, or who receives a payment of money from the other party in settlement of claims asserted by that party.

16. Notice. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested, to be effective when properly sent and received, refused or returned undelivered. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

The Grantor:

Regents of the University of Idaho  
Vice President for Infrastructure  
875 Perimeter Dr. MS 3162  
Moscow, ID 83844-3162

The Grantee:

SprintCom, Inc.  
Site No: SP03UB188  
Sprint Property Services  
Mailstop KSOPHT0101-Z2650  
6391 Sprint Parkway  
Overland Park, Kansas 66251-2650

With a mandatory copy to:

Sprint Law Department  
Site No: SP03UB188  
Mailstop KSOPHT0101-Z2020  
6391 Sprint Parkway  
Overland Park, Kansas 66251-2020  
Attn.: Real Estate Attorney

17. Entire Agreement; Modification. This Agreement (and its attachments, if any) constitutes the entire understanding between the parties with respect to the subject matter hereof and may not be amended except by an agreement signed by an authorized representative of Grantee and an authorized representative of Grantor.

Site Name: UbiquiTel - Vandals

Site Number SP03UB188

18. Governing Law; Forum. This Agreement shall be governed by and construed under the laws of the state of Idaho. The venue for any action brought to enforce this Agreement or otherwise shall be in the court of competent jurisdiction in Latah County, Idaho.

19. Non-Use of Names and Trademarks. Grantee shall not use the name, trade name, trademark, or other designation of the Grantor, or any contraction, abbreviation, or simulation of any of the foregoing, in any advertisement, for any commercial or promotional purpose, or for any other purpose (other than in performing under this Agreement) without the Grantor's prior written consent in each case.

20. Paragraph Headings. The paragraph headings in this Agreement are inserted for convenience only and shall not be construed to limit or modify the scope of any provision of this Agreement.

21. Non-Waiver. The delay or failure of either party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights, nor shall the same be deemed to be a waiver of any subsequent breach, either of the same provision or otherwise.

22. Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefore, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (except for financial ability), shall excuse the performance, except for the payment of money, by such party for a period equal to any such prevention, delay or stoppage.

23. Nondiscrimination and Affirmative Action.

A. Grantee shall not discriminate against any employee or applicant for employment in the performance of this Agreement, with respect to tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, sex, color, religion, age, status as disabled or a veteran, or physical or mental handicaps, national origin or ancestry. Breach of this covenant may be regarded as a material breach of this Agreement. Grantee certifies that it does not, and will not maintain segregated facilities or accommodations on the basis of race, color, religion or national origin. Regarding any position for which an employee or an applicant is qualified, the Grantee agrees to take affirmative action to employ, train, advance in employment, and retain individuals in accordance with applicable laws and regulations including:

1. For nondiscrimination based on race, color, religion, sex or national origin, this includes, but is not limited to, the U.S. Constitution, and Parts II and IV of Executive Order 11246, September 24, 1965 (30 FR 12319). Grantee disputes related to compliance with its obligations shall be handled according to the rules, regulations, and relevant orders of the Secretary of Labor (See 41 CFR 60-1.1).

2. For nondiscrimination based on Disabled or Vietnam Veterans this includes, but is not limited to, the Vietnam Era Veterans Readjustment Assistance Act of 1972, as amended (38 U.S.C. 4012)(the Act); Executive Order 11701, January 24, 1973 (38 CFR 2675, January 29, 1973); and the regulations of the Secretary of Labor (41 CFR Part 60-250).

Site Name: UbiquiTel - Vandals

Site Number SP03UB188

3. For nondiscrimination based on the Handicapped this includes, but is not limited to, Section 503 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 793)(the Act); Executive Order 11758, January 15, 1974; and the regulations of the Secretary of Labor (41 FR Part 60- 741).

4. For nondiscrimination based on Age this includes, but is not limited to, Executive Order 11141, February 12, 1964 (29 CFR 2477).

B. Grantee shall include the terms of this clause in every subcontract or purchase order exceeding \$50,000 which is related to the performance and obligations under this Agreement and shall act as specified by the Department of Labor to enforce the terms and implement remedies.

24. Institution's Rules, Regulations, and Instructions. Grantee shall follow and comply with all rules and regulations of the Grantor and the reasonable instructions of Grantor's personnel. The Grantor reserves the right to require the removal of any worker it deems unsatisfactory for any reason.

25. Representations and Warranties. Grantee represents and warrants the following: (a) that it is financially solvent, able to pay its debts as they mature, and possessed of sufficient working capital to perform its obligations hereunder; (b) that it may legally conduct business in Idaho, that is properly licensed by all necessary governmental and public and quasi-public authorities having jurisdiction over it and the services, equipment, and goods required hereunder, and that it has or will obtain all licenses and permits required by law; (c) that in performing the services called for hereunder Grantee will not be in breach of any agreement with a third party; and (d) that it has inspected the property and the Site and that the same are suitable and adequate in all respects for Grantee's operations under this Agreement.

26. Binding Effect. This Agreement is for the benefit only of the parties hereto and shall be binding on and inure to the benefit of the successors and permitted assignees of the respective parties.

27. Time of Essence. All times provided for in this Agreement, or in any other document executed hereunder, for the performance of any act will be strictly construed, time being of the essence.

28. No Joint Venture. Nothing contained in this agreement shall be construed as creating a joint venture, partnership, or agency relationship between the parties.

29. Entity Authority. Each individual executing this Agreement on behalf of an entity represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of said entity in accordance with duly adopted organizational documents or agreements and if appropriate a resolution of the entity, and that this Agreement is binding upon said entity in accordance with its terms.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement:

Site Name: UbiquiTel - Vandals

Site Number SP03UB188

**GRANTOR:**

Board of Regents of the University  
of Idaho, a state educational institution,  
and a body politic and corporate organized  
and existing under the Constitution and laws  
of the state of Idaho

**GRANTEE:**

SprintCom, Inc.,  
a Kansas corporation

\_\_\_\_\_  
Daniel R Ewart, Vice President  
Infrastructure

\_\_\_\_\_  
By: Michael Mizzell  
Its: Manager – Vendor Management

Date: \_\_\_\_\_

Date: \_\_\_\_\_

EXHIBIT A

1 of 3

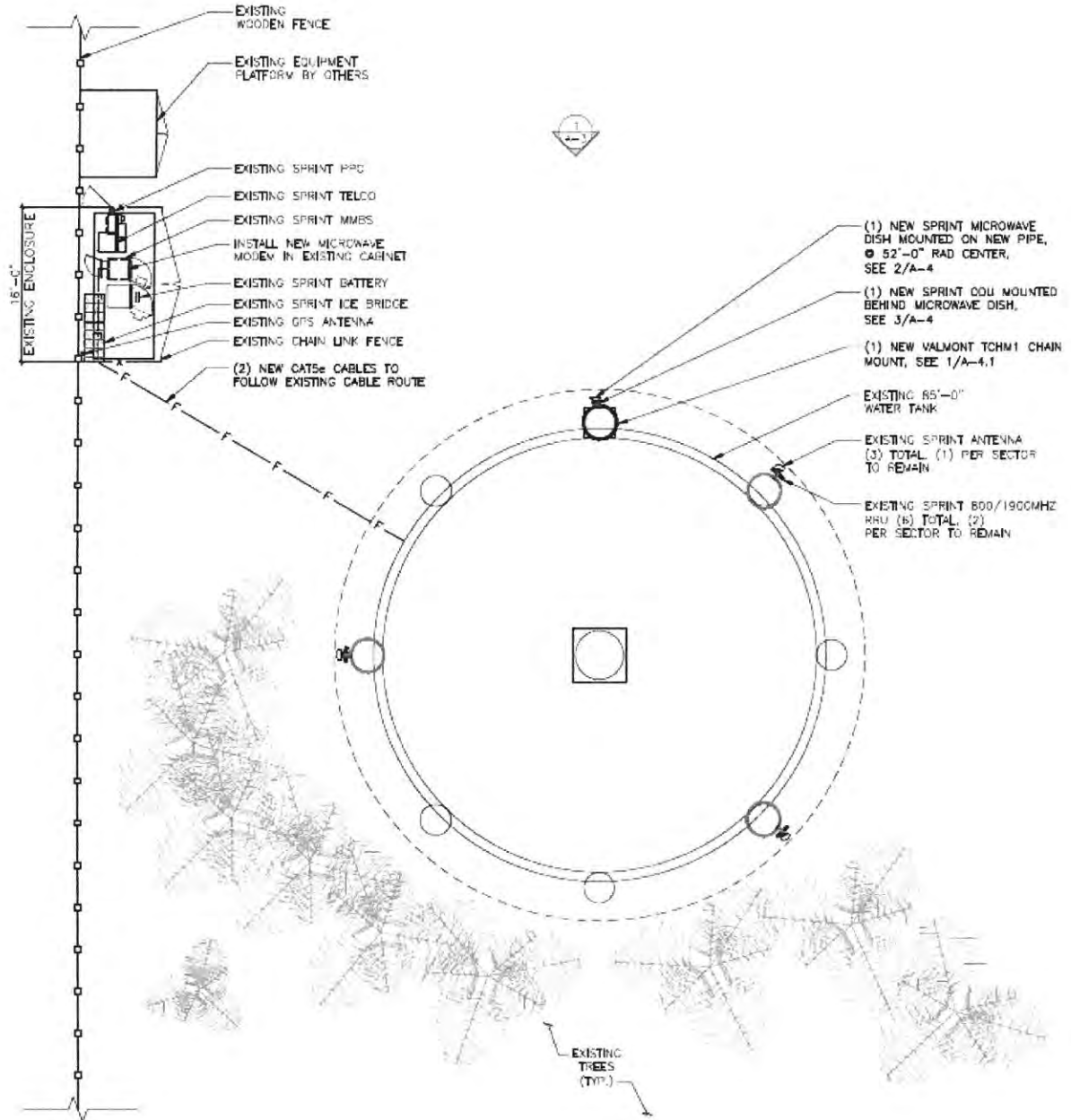




EXHIBIT A

2 of 3

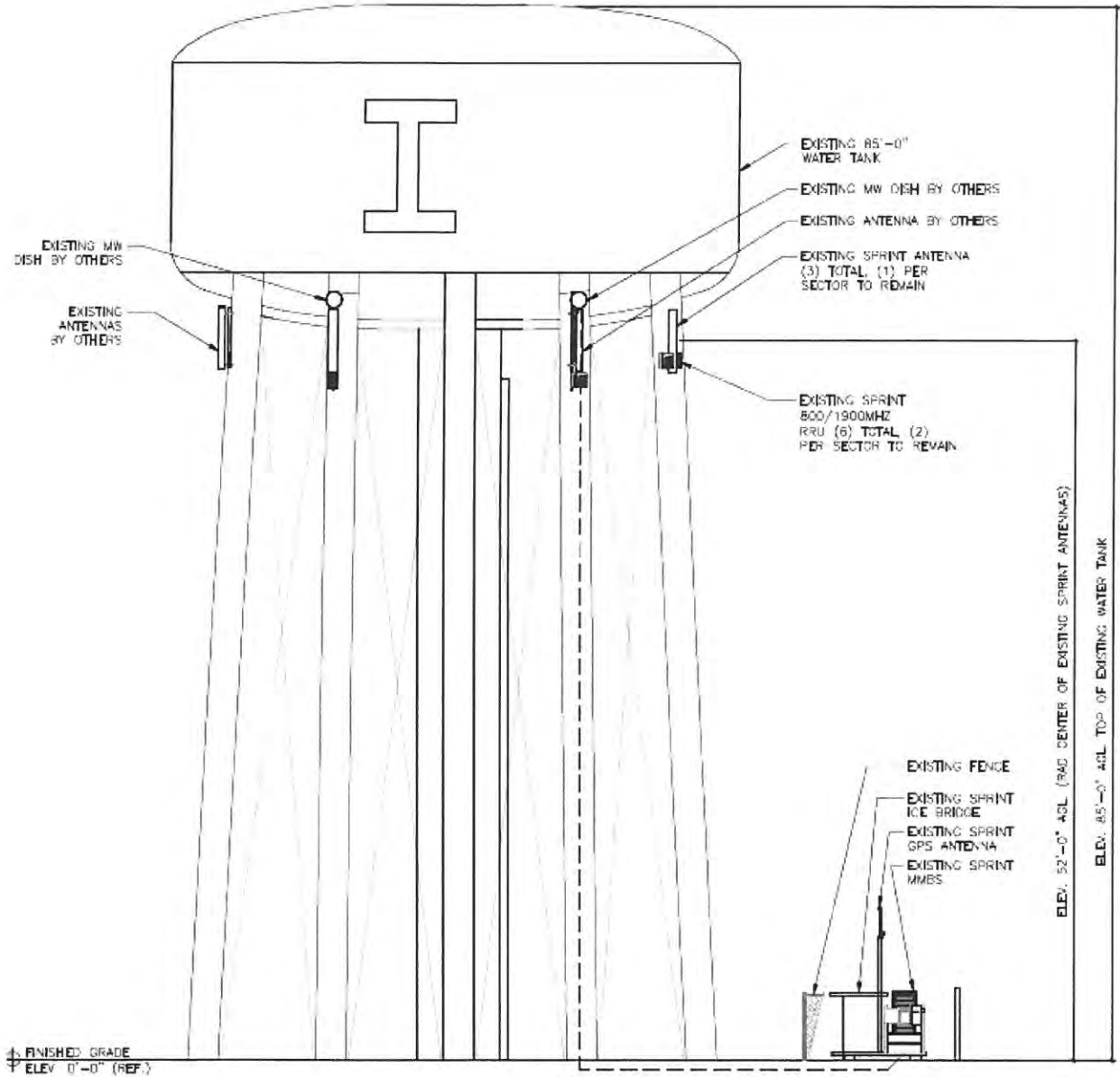
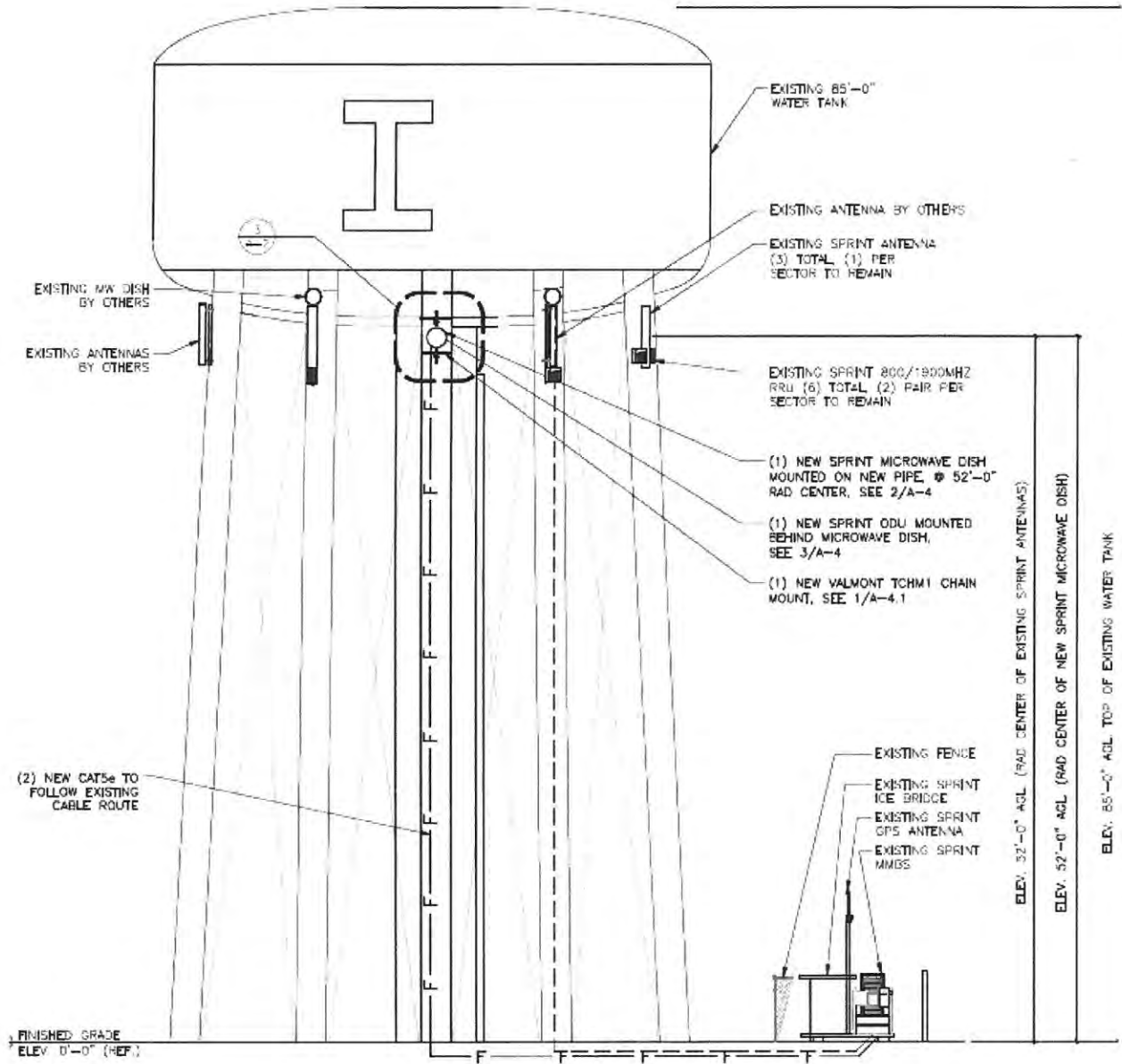


EXHIBIT A

3 of 3



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**CONSENT AGENDA  
OCTOBER 20, 2016**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Donation of two high-speed lit fiber lines for a period of fifty years, and ten years of 1Gb of high speed Internet service to the Post Falls Research Park

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.E.5

**BACKGROUND/DISCUSSION**

The University of Idaho (UI) is seeking approval from the Idaho State Board of Education (Board) to approve an agreement with Fatbeam LLC for the donation of two (2) high speed lit fiber lines for a period of fifty (50) years. The lines stretch from Liberty Lake, WA across the greater Coeur d' Alene, ID area. The agreement also includes ten (10) years of 1GB of high-speed Internet service for the Post Falls Research Park facility.

The donation has been valued by Fatbeam at \$3,275,510.00. The components of the gift include \$122,500 in Internet Service and \$3,153,000.00 for the lit fiber lines.

**IMPACT**

There is no cost to the UI for this gift. The gift will enhance and complement UI's existing cyber-infrastructure at the Research Park to the benefit of the Cybersecurity Training and Operations Center at the Coeur d' Alene campus.

**ATTACHMENTS**

Attachment 1 – Fatbeam IRU Agreement – 50 years	Page 3
Attachment 2 – Fatbeam Terms of Service – 10 years	Page 31

**STAFF COMMENTS AND RECOMMENDATIONS**

Board Policy V.E.5 states that Board approval is required for donations worth more than \$500,000. Staff recommends approval.

**BOARD ACTION**

I move to approve the request by the University of Idaho to enter into agreements with Fatbeam for the donation of two lit fiber lines for a period of fifty years and 1Gb of high-speed Internet service for a period of ten years, in substantial conformance to the materials submitted to the Board.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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## IRU AGREEMENT

THIS IRU AGREEMENT (“Agreement”) is made and entered into as of the 1<sup>st</sup> day of October, 2016, by and between Fatbeam, LLC, a Washington limited liability company (“Fatbeam”) and University of Idaho (“Customer”).

### RECITALS

- A. Fatbeam has constructed a multi fiber communications system in the North Idaho area as set forth on **Exhibit “A”** attached hereto and incorporated herein by this reference (the “Fatbeam System route”).
- B. Customer desires to obtain the right to use one pair (1) designated dark fibers in the Fatbeam System connecting various points as more particularly set forth on **Exhibit “A”** attached hereto and incorporated herein by this reference (the “Customer Fibers”).
- C. Fatbeam desires to grant to Customer an indefeasible right to use the Customer Fibers, all upon and subject to the terms and conditions set forth below.

### ARTICLE 1 DEFINITIONS

- 1.01 “Acceptance Date” shall mean the date when Customer delivers (or is deemed to have delivered) notice of acceptance of a Completion Notice with respect to a Segment in accordance with Article 8.
- 1.02 “Acceptance Testing” shall have the meaning set forth in Section 8.01.
- 1.03 “Affiliate” shall mean, with respect to any specified Person, any other Person that directly or indirectly, through one or more intermediaries, controls, is controlled by, or is under common control with, such specified Person (“control,” “controlled by” and “under common control with” shall mean the possession, directly or indirectly, of the power to direct or cause the direction of the management and policies of a Person, whether through ownership of voting securities, by contract or credit arrangement, as trustee or executor, or otherwise).
- 1.04 “Cable” shall mean a single sheathed bundle of buffered or unbuffered optical fibers.
- 1.05 “Cable System” shall mean a Cable or Cables, along with attendant vaults, splice boxes, poles, other passive facilities, and Running Line Facilities that are required to provide the dark fiber facilities that Fatbeam intends to grant.
- 1.06 “Completion Notice” shall have the meaning set forth in Section 7.02.

- 1.07 “Costs” shall mean the actual direct costs paid or payable in accordance with the procedures generally used by Fatbeam in billing third parties for reimbursable projects, including the direct costs (including internal labor costs) and out of pocket expenses on a direct pass-through basis.
- 1.08 “Dark Fiber” shall mean fiber provided without electronic and/or optronic equipment and which is not “lit” or activated.
- 1.09 “Design, Planning and Engineering Fee” or “D,P&E Fee” shall be the fee for incremental design, planning and engineering of the Customer Fibers as set forth in Article 4.
- 1.10 “Distribution” shall mean an aerial Lateral or Lateral Extension engaging one pole from the system route plus less than 120’ of fiber cable or underground less than 200’ from the system route.
- 1.11 “Effective Date” shall have the meaning set forth in Section 5.01.
- 1.12 “Force Majeure Event” shall have the meaning set forth in Article 20.
- 1.13 “Governmental Authority” shall mean any federal, state, regional, county, city, municipal, local, territorial, or tribal government, whether foreign or domestic, or any department, agency, bureau or other administrative or regulatory body obtaining authority from any of the foregoing, including without limitation, courts, public utilities and sewer authorities.
- 1.14 “Customer Delay Event” shall mean the failure of Customer to timely observe and perform its obligations and agreements hereunder, which failure delays the construction and installation of the Fatbeam System with respect to one or more Segments.
- 1.15 “Customer Fibers” shall be one (1) Lit Fiber pair fibers in the entire system.
- 1.16 “Fatbeam Fibers” shall be all the remaining fibers in the system bundle except the one (1) Lit Fiber pair, Customer fibers.
- 1.17 “Impositions” shall mean all franchise, license and permit fees imposed upon the Fatbeam System, or any part thereof, by any Governmental Authority and which may be attributable or apportionable to the Customer Fibers on a pro-rata basis.
- 1.18 “Interconnection Points” shall have the meaning set forth in Section 9.01.
- 1.19 “Interest Rate” shall mean a rate of interest equal to the lesser of one and one-half percent (1½%) per month or the highest rate allowed by law.
- 1.20 “IRU” shall have the meaning set forth in Article 3.
- 1.21 “Net-Billed Revenue” shall mean the end customers base rate not including any applicable taxes, change fees, or installation charges.

- 1.22 “Network Backbone” shall mean the segment(s) of the cable system representing the greatest amount of fiber capacity and traversing the main path or route of the overall network.
- 1.23 “Person” shall mean any natural person, corporation, partnership, limited liability company, business trust, joint venture, association, company or Governmental Authority.
- 1.24 “Property Taxes” shall have the meaning set forth in Section 15.04.
- 1.25 “Proprietary Information” shall have the meaning set forth in Section 24.01.
- 1.26 “Recurring Charge” shall have the meaning set forth in Section 15.02.
- 1.27 “Relocating Authority” shall have the meaning set forth in Section 6.03.
- 1.28 “Required Rights” shall have the meaning set forth in Section 6.01.
- 1.29 “Route Miles” shall mean, for each Segment, the number of route miles, or portion thereof, for such Segment as identified on **Exhibit “A.”**
- 1.30 “Segments” shall have the meaning set forth in Section 2.01.
- 1.31 “Segment End Point” shall have the meaning set forth in Section 2.01.
- 1.32 “Segment End Point Facilities” shall mean such facilities (including gateways, synergy sites and terminal facilities which are owned, leased or otherwise used by Fatbeam to accommodate or house switch equipment, fiber optic transmission and/or associated ancillary equipment to serve as a switch terminal, transport concentrator, hub terminal or junction, but shall not include vaults or splice boxes/cases which are located in public rights of way.
- 1.33 “Sole User” shall mean the only party with an economic interest on a segment or lateral build.
- 1.34 “System Route” shall have the meaning set forth in Section 2.01.
- 1.35 “Taxes” shall mean Property Taxes, Transaction Taxes, and Withholding Taxes, collectively.
- 1.36 “Targeted Completion Date” shall mean, with respect to each Segment and subject to Force Majeure Events.
- 1.37 “Term” shall have the meaning set forth in Article 5.
- 1.38 “Transaction Taxes” shall have the meaning set forth in Section 15.03.



- 1.39 “Withholding Taxes” shall have the meaning set forth in Section 15.05.
- 1.40 “Lateral” shall mean any length Cable which is not part of the then currently accepted Network Backbone but which is spliced in part to a Fiber or Fibers of the Network Backbone on one end of the length.
- 1.41 “Lateral Extension” shall mean any length of Cable which is not part of the then currently accepted Cable System but which is spliced in whole or in part to a Lateral or Lateral Extension on at least one end of the length.

ARTICLE 2  
SYSTEM ROUTE

- 2.01 The Fatbeam System will connect the points identified on **Exhibit “A”** (each point identified is called a “Segment End Point”, the route between the applicable Segment End Points is called a “Segment”, and all of the Segments together are called the “System Route”) with a Cable System. At initial construction the System Route will be synonymous with the Network Backbone.
- 2.02 The specific location of the System Route between Segment End Points is subject to change in the sole discretion of Fatbeam; however, the System Route will connect the Segment End Points for each Segment.
- 2.03 Occupancy by Customer in any Segment End Point Facility or Fatbeam in any Customer Facility shall be subject to the execution of a separate collocation agreement in form mutually acceptable to both Fatbeam and Customer.

ARTICLE 3  
GRANT OF IRU

As of the Effective Date for each particular Segment delivered by Fatbeam to Customer hereunder, Fatbeam hereby grants to Customer, and Customer hereby acquires from Fatbeam (i) an exclusive indefeasible right of use in, for the purposes described herein, the Customer Fibers; and (ii) an associated and non-exclusive license to use, for the purposes described herein, the designated space in the Running Line Facilities, all upon and subject to the terms and conditions set forth herein (collectively the “IRU”).

ARTICLE 4  
FEES

- 4.01 Fatbeam, LLC is donating one (1) Dark Fiber pair on the North Idaho Network to the University of Idaho, a non-profit, for a period of fifty (50) years. This donation is valued at Three Million One Hundred Fifty-three Thousand Dollars (\$3,153,000). The value breakout of this donation is as follows:

- Non-recurring cost of One Hundred Fifty Thousand Dollars (\$150,000);
- Monthly recurring cost of Five Thousand Dollars (\$5,000);
- Term of 600 months (50 years); and
- Splicing costs are Three Thousand Dollars (\$3,000).

ARTICLE 5  
TERM

- 5.01 The IRU with respect to each Segment shall become effective on the Acceptance Date with respect to the Customer Fibers within a Segment (the "Effective Date"). Subject to the provisions of Article 21, the IRU with respect to the Customer Fibers shall terminate on the tenth (10<sup>th</sup>) anniversary of the Effective Date (the "Term"). For the purposes of this section, the Effective Date shall begin contemporaneously with the Acceptance of the last Segment that makes up the completed System Route. The Term shall renew for four (4) successive ten (10) year periods unless Customer may terminate this agreement at anytime by providing written notice to Fatbeam no less than one (1) year prior to the desired termination date.
- 5.02 Upon the expiration or termination of the Term as provided in this Agreement, all rights to the use of the Customer Fibers therein shall revert to Fatbeam without reimbursement of any sums, costs, fees or expenses previously made with respect thereto, and from and after such time Customer shall have no further rights or obligations hereunder with respect thereto unless such rights or obligations are specifically provided herein to survive the Term.
- 5.03 Subject to Article 21 this Agreement shall become effective on the date hereof and shall terminate on the date when all the Terms of the Segments shall have expired or terminated, except that those provisions of this Agreement which are expressly provided herein to survive such termination shall remain binding on the parties hereto.

ARTICLE 6  
REQUIRED RIGHTS

- 6.01 Fatbeam agrees to obtain and maintain in full force and effect for and during the Term of each Segment all rights, licenses, permits, authorizations, franchises, rights-of-way, easements and other approvals (collectively, the "Required Rights") that are necessary for Fatbeam to obtain in order to permit Fatbeam to construct, install and keep installed, and maintain the Cable System and the Customer Fibers within such system in accordance with this Agreement and to convey the IRU in the Customer Fibers to Customer and all other rights under this Agreement pursuant to the IRU. Customer shall obtain and maintain in full force and effect for and during the Term of each Segment all Required Rights that are necessary for Customer to obtain in order to use and operate the Customer Fibers.

- 6.02 If, after the Acceptance Date with respect to a Segment, Fatbeam is required (i) by any Governmental Authority under the power of eminent domain or otherwise, (ii) by the grantor or provider of any Required Right, (iii) by any other Person having the authority to so require (each a “Relocating Authority”), or (iv) by the occurrence of any Force Majeure Event, to relocate the Fatbeam System within such Segment or any portion thereof, Fatbeam shall have the right to either proceed with such relocation, including, but not limited to, the right, in good faith, to reasonably determine the extent and timing of, and methods to be used for, such relocation, or to pay such amounts to the Relocating Authority as are necessary to avoid the need for such relocation. Customer shall be kept fully informed of determinations made by Fatbeam in connection with such relocation, and any such relocation shall incorporate fiber meeting or exceeding the specifications set forth in **Exhibit “B”** and be subject to Acceptance Testing. Customer shall reimburse Fatbeam for its proportionate share of the Costs (including Acceptance Testing and including amounts paid to a Relocating Authority to avoid relocation) related to such relocation (to the extent Fatbeam has not been reimbursed by the Relocating Authority) allocated to Customer pro rata based on the number of Customer Fibers and the total fiber count in the affected Segments of the Fatbeam System, unless Customer is the Sole User of the Segment being relocated in which Customer would reimburse the full cost. Customer reserves the right to terminate this agreement in lieu of relocation; therefore, Customer will not be responsible for any costs related to relocation in the event of termination.

ARTICLE 7  
TERMS OF USE

- 7.01 Fatbeam’s fiber donation is specifically granted for educational and research purposes only. The fiber donated may not be leased or sub-leased to outside parties.

ARTICLE 8  
ACCEPTANCE TESTING AND COMPLETION

- 8.01 Fatbeam shall test the Customer Fibers in accordance with the procedures and standards specified by the most current Telecommunication Industry Association (TIA) standards (“Acceptance Testing”) and Fatbeam shall provide Customer with a copy of such test results for each Segment so that the test results may be reviewed in a timely manner. Acceptance Testing is limited to testing of the Customer Fibers. Customer shall be responsible for the timely designation of its space and power requirements and completion of any work or installation required in order for it to place the Customer Fibers into operation (and Customer's failure to designate its space and power requirements or complete such work shall not be grounds for rejection of a Completion Notice).
- 8.02 Upon the successful completion of Acceptance Testing respecting any Segment and completion of any build out required for the associated facilities, Fatbeam shall provide written notice of same to Customer (a “Completion Notice”). Fatbeam shall contemporaneously deliver a copy of the results of the Acceptance Testing for the entire

Segment (if and to the extent that Fatbeam has not previously delivered same) and Customer shall, within fifteen (15) days of receipt of the Completion Notice, either accept or reject the Completion Notice (Customer shall be permitted to reject only if Customer specifies a material failure of the Customer Fibers to satisfy the requirements of this Agreement) by delivery of written notice to Fatbeam. In the event Customer rejects the Completion Notice, Fatbeam shall promptly, and at no cost to Customer, commence to remedy the defect or failure specified in Customer's notice. Thereafter Fatbeam shall again conduct Acceptance Testing and (if successfully completed) provide Customer a Completion Notice with respect to such Segment. The foregoing procedure shall apply again and successively thereafter until Fatbeam has remedied all defects or failures specified by Customer. Any failure by Customer to timely accept or reject a Completion Notice, or any use of the Customer Fibers by Customer for any purpose other than testing of the Customer Fibers, shall be deemed to constitute acceptance for purposes of this Agreement and Customer shall be deemed to have delivered a notice of acceptance upon such use or on the fifteenth day after delivery of the Completion Notice.

**ARTICLE 9**  
**INTERCONNECTION POINTS AND LATERALS**

- 9.01 Customer shall have the right to request that Fatbeam interconnect Customer's communications system with the Customer Fibers at the Segment End Points and such other points as are determined and designated by Fatbeam in its sole discretion as described in this Article ("Interconnection Points").
- 9.02 Fatbeam may route the Customer Fibers through Fatbeam's space in any Segment End Point Facilities, in Fatbeam's sole discretion; provided such routing shall not materially adversely affect Customer's use of the Customer Fibers hereunder and Fatbeam shall be responsible for all costs and expenses associated therewith.
- 9.03 In the event that Customer desires to cross-connect the Customer Fibers with other fibers provided by Customer or another carrier within a Segment End Point Facility, Customer shall execute a separate fiber connection agreement as provided by Fatbeam.
- 9.04 In the event that Customer desires to interconnect the Customer Fibers with other fibers provided by Customer at a location other than a Segment End Point Facility (a Lateral), the interconnection shall be undertaken by Fatbeam and shall be performed within a reasonable amount of time consistent with industry accepted practices. Customer shall reimburse Fatbeam for all Costs incurred in connection with such additional work.
- 9.05 Any additional work respecting the Fatbeam System or the Customer Fibers required by Customer and which is not otherwise set forth in the interconnection policies and guidelines or the fiber connection agreement, shall in Fatbeam's sole discretion, be undertaken only by Fatbeam at Customer's request and shall be performed within a reasonable amount of time consistent with industry accepted practices. Customer shall reimburse Fatbeam for all Costs incurred in connection with such additional work.

- 9.06 Either Fatbeam or Customer may build a Lateral and connect it to the Cable System at either a Segment End Point Facility or at a mid-segment location at any time during the course of this agreement. Fatbeam will build Laterals on Customer's behalf and bill Customer at the cost of construction. If Fatbeam is unable or unwilling to build the Lateral on a suitable schedule, Customer may build the Lateral itself; however Fatbeam reserves the right to interconnect the Lateral to the Segment or Segment End Point.
- 9.07 Laterals or Lateral Extensions constructed by or for Fatbeam or Customer are available for use by the other under the following conditions:
- If either party has born the entire cost of the construction of a Lateral or a Lateral Extension, the other party may not use the lateral or Lateral Extension for any purpose, either in whole or in part, until it remits 50% of the construction cost of the Lateral or Lateral Extension to the party that paid for the construction.
  - Use of any portion of a Lateral or Lateral Extension fiber is equivalent to use of the whole.
  - The remitting party is entitled to one (1) Lit Fiber pair on the Lateral or Lateral segment.
  - Each party retains an ownership interest in any Lateral or Lateral Extension that it builds or for which it remits payment.
  - Once a Lateral or Lateral Extension has been shared, no further payments are required for its subsequent by either party.
- 9.08 Customer will be obligated to pay monthly maintenance costs on any Lateral or Lateral Exertion connected to the Cable System at the rate of [\$0]/mo.
- 9.09 A Distribution shall be exempt from the minimum monthly maintenance charge if it is serving a single tenant site. For Distributions exempt from the minimum monthly maintenance charge, any required maintenance shall be paid by University of Idaho at the actual cost.

ARTICLE 10  
ADDITIONAL FIBERS

- 10.01 Customer has the option to purchase additional Fibers on the Fatbeam Network Backbone at a rate of five thousand dollars (\$5,000) per fiber pair pro-rated for that fraction of the additional purchase distance to the distance of the initial system route. Such purchase shall be the subject of a separate agreement.
- 10.02 Additional Fibers so purchased are subject to all the terms and conditions of this agreement.
- 10.03 Purchased Fibers will not extend the term of this agreement.

ARTICLE 11

NETWORK BACKBONE EXTENSIONS

- 11.01 Customer shall have the right to purchase the same amount of fibers they have purchased under this IRU agreement if Fatbeam decides to build an extension to the Network Backbone within the North Idaho Market. This excludes extensions built for the purpose of connecting two metro markets.
- 11.02 The Design, Planning, and Engineering Fee and monthly maintenance fees for the IRU of fibers in the extended Network Backbone shall be determined by prorating the costs outlined in this agreement by distance from the original System Route in the market.

ARTICLE 12  
OPERATIONS

- 12.01 Subject to the access restrictions set forth in Article 10, Customer shall (at its full cost and expense) have full and complete control and responsibility for determining any network and service configuration or designs, routing configurations, re-grooming, rearrangement or consolidation of channels or circuits and all related functions with regard to the use of the Customer Fibers; provided, such control and responsibility by Customer shall not adversely affect the use by any other Person of the Fatbeam System and/or any electronic or optronic equipment used by such Person in connection therewith.
- 12.02 Customer acknowledges and agrees that Fatbeam is not supplying nor is Fatbeam obligated to supply to Customer any optronic or electronic equipment or related facilities, all of which are the sole responsibility of Customer, nor is Fatbeam responsible for performing any work other than as specified in this Agreement.
- 12.03 Upon not less than one hundred twenty (120) days written notice from Fatbeam to Customer, Fatbeam may, at its option substitute for the "Operating Customer Fibers" (as defined below) within any Segment or Segments, or any portions thereof, an equal number of alternative fibers within such Segment or portion thereof, provided that in such event, such substitution (i) shall be effected at the sole cost of Fatbeam; (ii) shall incorporate fiber meeting or exceeding the specifications set forth in **Exhibit "B"**, and be tested in accordance with the Acceptance Testing; (iii) shall not change any Segment End Points or or other Interconnection Points; (iv) are the topological equivalent of the Customer Fiber or Fibers being substituted, and (v) Fatbeam shall use all reasonable good faith efforts to minimize any interruption in the operation of the Operating Customer Fibers. Substitution of Customer Fibers shall not affect or extend the Term with respect to the fibers so substituted

ARTICLE 13  
MAINTENANCE AND REPAIR OF THE SYSTEM

From and after the Effective Date with respect to each Segment, the maintenance of the System within such Segment shall be provided in accordance with the maintenance requirements

and procedures set forth in **Exhibit “C”** attached hereto. The costs of all Scheduled Maintenance (as defined in **Exhibit “C”**) of the Customer Fibers shall be borne by Fatbeam as a part of the Recurring Charge; however, Customer shall reimburse Fatbeam for its proportionate share of the Costs of any Unscheduled Maintenance (as defined in **Exhibit “C”**) (if but only if (i) the total Costs of such Unscheduled Maintenance exceeds five thousand dollars (\$5,000.00) per occurrence or (ii) Customer is the Sole User of the Cable segment affected or (iii) shared Cable in which Costs shall be allocated to Customer pro rata based on the number of Customer Fibers and the total fiber count in the affected portion of the Fatbeam System.

ARTICLE 14  
RECURRING CHARGE

- 14.01 Fatbeam shall be responsible for the payment of the costs of Scheduled Maintenance of the Fatbeam System (as defined in **Exhibit “C”**).
- 14.02 In consideration of Fatbeam's responsibilities under Section 14, subject to the adjustments described therein and in **Exhibit “C”**, Customer shall pay \$0 to Fatbeam each month, with respect to Customer's Fibers, commencing with the Acceptance Date of the final Segment and continuing until the expiration of the Term of the IRU with respect to all Segments shall have occurred, the following charges, payable on the first day of each month throughout the Term (the “Recurring Charge”):

Monthly IRU Fee Paid by Customer to Fatbeam

Years 1 and all terms thereafter	\$0
Lateral Builds	\$0
Eligible Distributions	\$0

- 14.03 The Recurring Charge of \$0 shall be for a period of (600) six hundred months, (50) fifty years of the Acceptance Date.

ARTICLE 15  
IMPOSITIONS AND TAXES  
(NOT APPLICABLE)

- ~~15.01 Fatbeam and Customer acknowledge and agree that it is their mutual objective and intent to minimize, to the extent feasible, all Impositions and Taxes and that they will cooperate with each other and coordinate their mutual efforts to achieve such objective in accordance with the provisions of this Article. In the event any Imposition or Tax is required to be paid by Customer to Fatbeam hereunder, all invoice, payment and interest terms of Section 4.04 shall apply.~~
- ~~15.02 Following the Acceptance Date for each Segment, Fatbeam shall timely pay any and all Impositions imposed upon or with respect to each Fatbeam System to the extent such Impositions have not been or may not feasibly be separately assessed or imposed upon or against the respective interests of Fatbeam and Customer in such Fatbeam System. Upon~~

~~receipt of a notice of any such Imposition, Fatbeam shall promptly notify Customer of such Imposition and Customer shall pay or reimburse Fatbeam for its proportionate share of such Imposition, which share shall be determined (i) to the extent possible, based upon the manner and methodology used by the particular Governmental Authority imposing such Imposition (e.g., on the cost of the relative property interests, historic or projected revenue derived therefrom, or any combination thereof); or (ii) if the same cannot be so determined, then based upon Customer's proportionate share of the total fiber count in the affected portion of the Fatbeam System, unless Customer is the Sole User of the affected portion in which they would reimburse the full cost.~~

~~15.03 Except for taxes based on Fatbeam's net income, Customer will be responsible for payment of all applicable taxes on a fiber count pro rata basis that arise in any jurisdiction as a result of the transactions contemplated herein, including without limitation all sales, use, value added, consumption, gross receipts (other than in lieu of net income tax), excise, stamp or transfer taxes (collectively, "Transaction Taxes"), however designated. If any taxing authority proves that Fatbeam should have collected any Transaction Tax from Customer which Fatbeam did not collect, Customer hereby agrees to pay to Fatbeam the amount originally due and owing. Customer shall not be responsible for any interest or penalties arising as a result of Fatbeam's failure to inform Customer of such Transaction Taxes.~~

~~15.04 Fatbeam shall be responsible for filing returns and paying all ad valorem property taxes (the "Property Taxes") imposed on, related to or assessed against the Customer Fibers. Customer shall compensate Fatbeam for Property Taxes attributable to the Customer Fibers by payment of a monthly fee (the "Property Tax Fee") billed to Customer for the Term. Such payment shall be made in accordance with the provisions of Article 4. Fatbeam shall calculate the Property Taxes attributable to the Customer Fibers (utilizing an apportionment methodology that compares the total fiber miles in Customer Fibers to the total fiber miles in the Fatbeam System and then applying that percentage to the then current annual accrual for total Property Tax (excluding Property Tax attributable to other than conduit and fiber) on the Fatbeam System). The resultant annual Property Tax attributable to the Customer Fibers shall be divided by twelve to determine the monthly Property Tax Fee that will be billed to Fatbeam for the Customer Fibers. This calculation will consider segments in which the Customer is the Sole User as shared regardless of the number of fibers in that particular segment.~~

~~15.05 All payments made by Customer hereunder shall be made without any deduction or withholding for or on account of any tax, duty or other charges of whatever nature imposed by any taxing or government authority (collectively, "Withholding Taxes"). If either Customer or Fatbeam are or were required by law to make any deduction or withholding from any payment due hereunder to Fatbeam, then, notwithstanding anything to the contrary contained in this Agreement, the gross amount payable by Customer shall be increased so that, after any such deduction or withholding for Withholding Taxes, the net amount received by Fatbeam will not be less than Fatbeam would have received had no such deduction or withholding been required.~~



**ARTICLE 16  
USE OF FATBEAM SYSTEM**

- 16.01 Customer represents and warrants that it will use the Customer Fibers and the IRU hereunder in compliance with all applicable government codes, ordinances, laws, rules and regulations.
- 16.02 Subject to the provisions of this Agreement, Customer may use the Customer Fibers and the IRU for educational and research purposes only. The fiber donated may not be leased or sub-leased to outside parties. Customer acknowledges and agrees that it has no right to use any fibers, other than the Customer Fibers, included or incorporated in the Fatbeam System, and that Customer shall keep any and all of the Fatbeam System and the designated space in the Running Line Facilities free from any liens, rights or claims of any third party attributable to Customer.
- 16.03 Customer shall not use the Customer Fibers in a way that physically interferes in any way with or otherwise adversely affects the use of the fibers, cable or conduit of any other Person using the Fatbeam System.
- 16.04 Customer and Fatbeam shall promptly notify each other of any matters pertaining to, or the occurrence (or impending occurrence) of, any event of which it is aware that could give rise to any damage or impending damage to or loss of the Fatbeam System.
- 16.05 Customer and Fatbeam agree to cooperate with and support each other in complying with any requirements applicable to their respective rights and obligations hereunder by any Governmental Authority.

**ARTICLE 17  
INDEMNIFICATION**

- 17.01 Subject to the provisions of Article 17, Fatbeam hereby agrees to indemnify, defend, protect and hold harmless Customer and its employees, officers and directors, from and against, and assumes liability for: (i) any injury, loss or damage to any Person, tangible property or facilities of any Person (including reasonable attorneys' fees and costs) to the extent arising out of or resulting from the negligence or willful misconduct of Fatbeam, its officers, employees, servants, Affiliates, agents, contractors, licensees, invitees and vendors in connection with the performance by Fatbeam of its obligations or the exercise by Fatbeam of its rights under this Agreement; and (ii) any claims, liabilities or damages arising out of any violation by Fatbeam of any regulation, rule, statute or court order of any Governmental Authority in connection with the performance by Fatbeam of its obligations or the exercise by Fatbeam of its rights under this Agreement.
- 17.03 Fatbeam and Customer agree to promptly provide each other with notice of any claim which may result in an indemnification obligation hereunder. The indemnifying party may defend such claim with counsel of its own choosing provided that no settlement or

compromise of any such claim shall occur without the consent of the indemnified party, which consent shall not be unreasonably withheld or delayed.

- 17.04 The indemnification obligations contained in this Article shall survive the expiration or termination of this Agreement.

ARTICLE 18  
LIMITATION OF LIABILITY

Notwithstanding any provision of this Agreement to the contrary, neither party shall be liable to the other party for any special, incidental, indirect, punitive or consequential damages, or damages for lost revenue or lost profits, whether foreseeable or not, arising out of, or in connection with such party's failure to perform its respective obligations hereunder, including, but not limited to, loss of profits or revenue (whether arising out of transmission interruptions or problems, any interruption or degradation of service or otherwise), or claims of customers, whether occasioned by any construction, reconstruction, relocation, repair or maintenance performed by, or failed to be performed by, the other party or any other cause whatsoever, including breach of contract, breach of warranty, negligence, or strict liability, all claims for which damages are hereby specifically waived. Except as set forth in Section 17.05, nothing contained herein shall operate as a limitation on the right of either party hereto to bring an action for damages against any third party, including claims for indirect, special or consequential damages, based on any acts or omissions of such third party.

ARTICLE 19  
INSURANCE

- 19.01 During the term of this Agreement, Fatbeam shall obtain and maintain the following insurance: (i) Commercial General Liability including coverage for (a) premises/operations, (b) independent contractors, (c) products/completed operations, (d) personal and advertising injury, (e) contractual liability, and (f) explosion, collapse and underground hazards, with combined single limit of not less than \$1,000,000.00 each occurrence or its equivalent; (ii) Worker's Compensation in amounts required by applicable law and Employer's Liability with a limit of at least \$1,000,000.00 each accident; and (iii) Automobile Liability including coverage for owned/leased, non-owned or hired vehicles.

The University's liability coverage is provided through a self-funded liability program administered by the State of Idaho Office of Insurance Management. Limits of liability, and this indemnification, are \$500,000 Combined Single Limits, which amount is the University's limit of liability under the Idaho Tort Claims Act.

Evidence of financial responsibility will be provided upon request, and will consist of a Certificate of Financial Responsibility.

- 19.02 During the term of this Agreement: Fatbeam shall obtain and maintain “all risk” property insurance in an amount equal to the replacement cost of all electronic, optronic, and other equipment utilized by Fatbeam in connection with the Customer Fibers.
- 19.03 Unless otherwise agreed, Fatbeam insurance policies shall be obtained and maintained with companies rated A or better by Best's Key Rating Guide and each party shall, upon request, provide the other party with an insurance certificate confirming compliance with the requirements of this Article.
- 19.06 Until the Effective Date for a Segment, Fatbeam shall bear all risk of loss of and damage or destruction to the Fatbeam System within such Segment. Commencing as of the Effective Date, any loss, damage or destruction of or to the Fatbeam System not otherwise required to be insured hereunder shall be treated for all purposes as **Unscheduled Maintenance** (as defined in **Exhibit “C”**).

ARTICLE 20  
FORCE MAJEURE

Except as may be otherwise specifically provided in this Agreement, and except for Customer's payment obligations contained within this Agreement, neither party shall be in default under this Agreement if and to the extent that any failure or delay in such party's performance of one or more of its obligations hereunder is caused by any of the following conditions, and such party's performance of such obligation or obligations shall be excused and extended for and during the period of any such delay: act of God; fire; flood; fiber, cable, conduit or other material failures, shortages or unavailability or other delay in delivery not resulting from the responsible party's failure to timely place orders therefore; lack of or delay in transportation; government codes, ordinances, laws, rules, regulations or restrictions; war, act of terrorism or civil disorder; failure of a third party to recognize a Required Right; any other cause beyond the reasonable control of such party and, in the case of Fatbeam, a Customer Delay Event (each a “Force Majeure Event”). The party claiming relief under this Article shall notify the other in writing of the existence of the event relied on and the cessation or termination of said event.

ARTICLE 21  
DEFAULT

- 21.01 If Customer fails to observe and perform the terms and provisions of this Agreement and such failure continues for a period of thirty (30) days after written notice from Fatbeam (or if such failure is not susceptible of a cure within such thirty (30) day period, cure has not been commenced and diligently pursued thereafter to completion), then Fatbeam may (A) terminate this Agreement and the Term, in whole or in part, in which event Fatbeam shall have no further duties or obligations hereunder, and (B) subject to Article 19, pursue any legal remedies it may have under

applicable law or principles of equity relating to such default, including an action for damages, specific performance and/or injunctive relief.

- 21.02 If Fatbeam fails to observe and perform the terms and provisions of this Agreement and such failure continues for a period of thirty (30) days after written notice from Customer (or if such failure is not susceptible of a cure within such thirty (30) day period, cure has not been commenced and diligently pursued thereafter to completion), then Customer may, subject to Section 21.03 below, (A) terminate this Agreement and the Term, in whole or in part, in which event Customer shall have no further duties or obligations hereunder, and (B) subject to Article 16, pursue any legal remedies it may have under applicable law or principles of equity relating to such default, including an action for damages, specific performance and/or injunctive relief.
- 21.03 If, other than as caused by a Force Majeure Event, Fatbeam has not delivered a Completion Notice (in good faith) respecting a Segment within one hundred eighty (180) days after the Targeted Completion Date with respect thereto, then, from and after such date and until the installation is completed, Customer shall receive a credit of one percent (1.0%) off of the D, P & E Fee (as liquidated damages and not as a penalty) for each month or partial month (prorated based on a thirty-day month) of delay thereafter; provided, however, that in no event shall the amount of the credit provided to Customer hereunder less than 5 percent (5%). If, other than as caused by a Force Majeure Event, Fatbeam has not delivered a Completion Notice (in good faith) respecting such Segment within twelve (12) months after the Targeted Completion Date, then Customer shall have the right to terminate this Agreement with respect to such Segment and Fatbeam shall, upon such termination, refund all sums paid as a D, P & E Fee respecting such Segment, together with interest thereon (from and after the date of payment of the Design, Planning and Engineering Fee due under Section 3.01 hereof) at the Interest Rate. This Section sets forth the sole and exclusive remedies of Customer respecting a failure of Fatbeam to complete delivery of the Customer Fibers within any Segment on or before the Targeted Completion Date.

ARTICLE 22  
ASSIGNMENT

- 22.01 Customer may not assign, encumber or otherwise transfer this Agreement to any other Person without the prior written consent of Fatbeam; provided, Customer shall have the right, without Fatbeam's consent, but with prior written notice to Fatbeam, to assign or otherwise transfer this Agreement (i) as collateral to any institutional lender of Customer subject to the prior rights and obligations of the parties hereunder; and (ii) to any Affiliate of Customer, or to any entity into which Customer may be merged or consolidated or which purchases all or substantially all of the assets of Customer; provided that Customer shall not be released from its obligations hereunder. Any assignee or transferee shall continue to be subject to all of the provisions of this Agreement, (except that any lender referred to in clause (i) above shall not incur any obligations under this Agreement nor shall it be restricted from exercising any right

of enforcement or foreclosure with respect to any related security interest or lien, so long as the purchaser in foreclosure is subject to the provisions of this Agreement).

- 22.02 This Agreement and each of the parties' respective rights and obligations under this Agreement shall be binding upon and shall inure to the benefit of the parties hereto and each of their respective permitted successors and assigns.
- 22.03 Nothing contained in this Article shall be deemed or construed to prohibit Fatbeam from selling, transferring, leasing, licensing, granting indefeasible rights of use or entering into similar agreements or arrangements with other Persons respecting any fibers, other than Customer Fibers, and conduit constituting a part of the Fatbeam System.

ARTICLE 23  
REPRESENTATIONS AND WARRANTIES

- 23.01 Each party represents and warrants that: (i) it has the full right and authority to enter into, execute and deliver this Agreement; (ii) it has taken all requisite corporate action to approve the execution, delivery and performance of this Agreement; (iii) this Agreement constitutes a legal, valid and binding obligation enforceable against such party in accordance with its terms, subject to bankruptcy, insolvency, creditors' rights and general equitable principles; and (iv) its execution of and performance under this Agreement shall not violate any applicable existing regulations, rules, statutes or court orders of any local, state or federal government agency, court or body.
- 23.02 Customer acknowledges and agrees that Customer's sole rights and remedies with respect to any defect in or failure of the Customer Fibers to perform in accordance with the specifications set forth in **Exhibit "B"** shall be limited to the particular vendor's or manufacturer's warranty. In the event any maintenance or repairs to the Fatbeam System are required as a result of a breach of any warranty made by any manufacturers, contractors or vendors, Fatbeam shall pursue all remedies against such manufacturers, contractors or vendors on behalf of Customer, and Fatbeam shall reimburse Customer's costs for any maintenance Customer has incurred as a result of any such breach of warranty to the extent the manufacturer, contractor or vendor pays such costs.
- 23.03 Fatbeam represents and warrants that there are no encumbrances on the Customer fibers from any lender or supplier nor will Fatbeam permit any liens from any supplier in excess of 60 days. In the event of a mechanics lien, Fatbeam shall take every action necessary to remove such a lien, including payment of a disputed amount to secure a lien release within 60 days of such filing.

ARTICLE 24  
CONFIDENTIALITY

- 24.01 Fatbeam and Customer hereby agree that if either party provides confidential or proprietary information to the other party ("Proprietary Information"), such Proprietary Information shall be held in confidence, and the receiving party shall afford such Proprietary Information the same care and protection as it affords generally to its own confidential and proprietary information (which in any case shall be not less than reasonable care) in order to avoid disclosure to or unauthorized use by any third party. The parties acknowledge and agree that all information disclosed by either party to the other in connection with or pursuant to this Agreement shall be deemed to be Proprietary Information, provided that verbal information is indicated as being confidential or proprietary when given and promptly confirmed in writing as such thereafter. All Proprietary Information, unless otherwise specified in writing, shall remain the property of the disclosing party, shall be used by the receiving party only for the intended purpose, and such written Proprietary Information, including all copies thereof, shall be returned to the disclosing party or destroyed after the receiving party's need for it has expired or upon the request of the disclosing party. Proprietary Information shall not be reproduced except to the extent necessary to accomplish the purpose and intent of this Agreement, or as otherwise may be permitted in writing by the disclosing party.
- 24.02 The foregoing provisions of Section 25.01 shall not apply to any Proprietary Information which (i) becomes publicly available other than through the disclosing party; (ii) is required to be disclosed by a governmental or judicial law, order, rule or regulation; (iii) is independently developed by the receiving party; or (iv) becomes available to the receiving party without restriction from a third party. As a state of Idaho agency, Customer is required, and will, comply with the Idaho Public Records Act as stated in Idaho Code 74-101 through 74-126.
- 24.03 Notwithstanding Sections 25.01 and 25.02, either party may disclose Proprietary Information to its employees, agents, lenders, funding partners and legal and financial advisors and providers to the extent necessary or appropriate in connection with the negotiation and/or performance of this Agreement or in obtaining financing, provided that each such party is notified of the confidential and proprietary nature of such Proprietary Information and is subject to or agrees to be bound by similar restrictions on its use and disclosure.
- 24.04 Notwithstanding anything to the contrary contained in this Article, the parties recognize that Fatbeam and/or Customer may, issue a press release or public announcement relating to the execution of this Agreement. Parties shall work in good faith to communicate to one another regarding the content of any such announcement or release prior to its issuance.
- 24.05 In the event either party shall be required to disclose all or any part of this Agreement in, or attach all or any part of this Agreement to, any regulatory filing or statement, each party agrees to discuss and work cooperatively, in good faith, with the other party, to protect, to the extent possible, those items or matters which the other party

deems confidential and which may, in accordance with applicable laws, be deleted therefrom.

- 24.06 Customer acknowledges that Fatbeam may be required to disclose all or any part of this Agreement to a Fatbeam or provider of a Required Right and, in such event, Fatbeam shall redact, to the extent possible, any commercial terms and other provisions that are deemed confidential; provided that such Fatbeam or provider of a Required Right is notified of the confidential and proprietary nature of such Agreement and is subject to or agrees to be bound by similar restrictions on its use and disclosure.
- 24.07 The provisions of this Article shall survive expiration or termination of this Agreement.

ARTICLE 25  
NOTICES AND PAYMENT REMITTANCE

- 25.01 All notices or other communications which are required or permitted herein shall be in writing and sufficient if delivered personally, sent by facsimile transmission followed by another form of written notification which is capable of providing proof of delivery, sent by prepaid overnight air courier, or sent by registered or certified mail, postage prepaid, return receipt requested, addressed as follows:

IF TO FATBEAM: Fatbeam, LLC  
2065 W. Riverstone Dr. Ste 105  
Coeur d'Alene, ID 83814  
Attn: Kim Devlin  
Fax: (509) 344-1009

with a copy to: Paine Hamblen LLP  
717 W. Sprague, Suite 1200  
Spokane, WA 99201-3505  
Attn: Scott Simpson  
Fax (509) 838-0007

IF TO CUSTOMER: The Regents of the University of Idaho  
Contracts & Purchasing Services  
875 Perimeter Drive MS 2006  
Moscow, ID 83844-2006  
Fax: (208) 885-6060

with a copy to:

or at such other address as the party to whom notice is to be given may have furnished to the other party in writing in accordance herewith. Any such communication shall be deemed to have been given when delivered if delivered personally, on the same day as facsimile transmission (or

the first business day thereafter if faxed on a Saturday, Sunday or legal holiday), on the business day after dispatch if sent by overnight air courier, or on the third business day after posting if sent by mail.

25.02 Customer's remittance of payment for any fees or reimbursement of any costs contained in this Agreement shall be delivered to Fatbeam at the following locations:

Mailed checks: Fatbeam, LLC  
2065 W. Riverstone Dr. Ste 105  
Coeur d'Alene, ID 83814  
Attn: Kim Devlin  
Fax: (509) 344-1009  
Attn: Finance/Accounting

The aforementioned mailing address or wiring information may be revised by Fatbeam upon prior written notice to Customer.

ARTICLE 26  
ENTIRE AGREEMENT; AMENDMENT

This Agreement constitutes the entire and final agreement and understanding between the parties with respect to the subject matter hereof and supersedes all prior agreements relating to the subject matter hereof, which are of no further force or effect. The Exhibits referred to herein are integral parts hereof and are hereby made a part of this Agreement. This Agreement may only be modified or supplemented by an instrument in writing executed by a duly authorized representative of each part.

ARTICLE 27  
RELATIONSHIP OF THE PARTIES

The relationship between Customer and Fatbeam shall not be that of partners, agents, or joint venturers for one another, and nothing contained in this Agreement shall be deemed to constitute a partnership or agency agreement between them for any purposes, including but not limited to federal income tax purposes.

ARTICLE 28  
COUNTERPARTS

This Agreement may be executed in one or more counterparts, all of which taken together shall constitute one and the same instrument.

ARTICLE 29  
CONSTRUCTION AND INTERPRETATION OF AGREEMENT



The language in all parts of this Agreement shall in all cases be construed simply, as a whole and in accordance with its fair meaning and not strictly for or against any party. The parties hereto acknowledge and agree that this Agreement has been negotiated by the parties and has been the subject of arm's length and careful negotiation over a considerable period of time, that each party has been given the opportunity to independently review this Agreement with legal counsel, and that each party has the requisite experience and sophistication to understand, interpret and agree to the particular language of the provisions hereof. Accordingly, in the event of an ambiguity in or dispute regarding the interpretation of this Agreement, this Agreement shall not be interpreted or construed against the party preparing it.

**ARTICLE 30  
ENFORCEMENT**

If any term or provision of this Agreement, the deletion of which would not adversely affect the receipt of any material benefit by either party hereunder, shall be held by a court of competent jurisdiction to be invalid or unenforceable, the remainder of this Agreement shall not be affected thereby and each other term and provision of this Agreement shall be valid and enforceable to the fullest extent permitted by law. It is the intention of the parties to this Agreement, and the parties hereto agree, that in lieu of each clause or provision of this Agreement that is illegal, invalid or unenforceable, the court shall supply as a part of this Agreement an enforceable clause or provision as similar in terms to such illegal, invalid or unenforceable clause or provision as may be possible.

**ARTICLE 31  
GOVERNING LAW**

This Agreement shall be governed and construed in accordance with the laws of the state of Idaho without reference to its choice of law principles.

IN WITNESS WHEREOF, Fatbeam and Customer have executed this Agreement as of the date first above written.

Fatbeam, LLC, a Washington limited liability company

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

For The Regents of the University of Idaho

By: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

**EXHIBIT "A"**  
**Depiction / Description of Fatbeam System**

Please see attached map of the network build.



**EXHIBIT “B”**  
**On-Reel Cabled Fiber Specifications**

The intent of this Exhibit is to delineate the specifications for the Customer Fibers.

**Network Backbone Fiber Specifications:**

**Corning 144 Strand Single Mode Altos Gel Free Armor Lite Fiber – 144EUC-T4101D20**

**Building Entry Fiber Specifications:**

**Corning 24 Strand Indoor/Outdoor Freedom Fiber – 024E8F-31131-29**

**EXHIBIT "C"**  
**Maintenance Requirements and Procedures**

**Maintenance**

Scheduled Maintenance. Routine maintenance and repair of the Customer Fibers described in this section ("Scheduled Maintenance") shall be performed by or under the direction of Fatbeam, at Fatbeam's reasonable discretion. Scheduled Maintenance shall commence with respect to each Segment upon the Effective Date. Scheduled Maintenance shall only include the following activities:

- ♦ patrol of Fatbeam System route on a regularly scheduled basis, which will not be less than monthly
- ♦ maintenance of a "Call-Before-You-Dig" program and all required and related cable locates;
- ♦ maintenance of sign posts along the Fatbeam System right-of-way with the number of the local "Call-Before-You-Dig" organization and the "800" number for Fatbeam's "Call-Before-You-Dig" program; and
- ♦ assignment of fiber maintenance technicians to locations along the route of the Fatbeam System.

Unscheduled Maintenance. Non-routine maintenance and repair of the Customer Fibers which is not included as Scheduled Maintenance ("Unscheduled Maintenance") shall be performed by or under the direction of Fatbeam. Unscheduled Maintenance shall commence with respect to each Segment upon the Effective Date. Unscheduled Maintenance shall consist of:

- ♦ "Emergency Unscheduled Maintenance" in response to an alarm identification by Fatbeam's Operations Center, notification by Customer or notification by any third party of any failure, interruption or impairment in the operation of fibers within the Fatbeam System, or any event imminently likely to cause the failure, interruption or impairment in the operation of fibers within the Fatbeam System.
- ♦ "Non-Emergency Unscheduled Maintenance" in response to any potential service-affecting situation to prevent any failure, interruption or impairment in the operation of fibers within the Fatbeam System not covered by Scheduled Maintenance. Customer shall immediately report the need for Unscheduled Maintenance to Fatbeam in accordance with reasonable procedures promulgated by Fatbeam from time to time. Fatbeam will log the time of Customer's report, verify the problem and dispatch personnel immediately to take corrective action.

**Operations Center**

Fatbeam shall have On Call ("OC") staff twenty-four (24) hours a day, seven (7) days a week by trained and qualified personnel. Fatbeam's maintenance personnel shall be available for dispatch

twenty-four (24) hours a day, seven (7) days a week. Fatbeam shall have its first maintenance personnel at the site requiring Emergency Unscheduled Maintenance activity within four (4) hours after the time Fatbeam becomes aware of an event requiring Emergency Unscheduled Maintenance, unless delayed by Force Majeure Events. Fatbeam shall maintain a toll-free telephone number to contact personnel On Call. Fatbeam's OC personnel shall dispatch maintenance and repair personnel along the system to handle and repair problems detected in the Fatbeam System: (i) through the Customer's remote surveillance equipment and/or upon notification by Customer to Fatbeam, or (ii) upon notification by a third party.

Fatbeam will not be responsible for monitoring the performance or operation of the Customer Fibers; in the event that Customer detects a failure in the operation of the Customer Fibers which may indicate the need for Unscheduled Maintenance, Customer shall report same to Fatbeam's OC system.

### **Cooperation and Coordination**

- ♦ In performing its services hereunder, Fatbeam shall take workmanlike care to prevent impairment to the signal continuity and performance of the Customer Fibers. The precautions to be taken by Fatbeam shall include notifications to Customer. In addition, Fatbeam shall reasonably cooperate with Customer in sharing information and analyzing the disturbances regarding the cable and/or fibers. In the event that any Scheduled or Unscheduled Maintenance hereunder requires a traffic roll or reconfiguration involving cable, fiber, electronic equipment, or regeneration or other facilities of the Customer, then Customer shall, at Fatbeam's reasonable request, make such personnel of Customer available as may be necessary in order to accomplish such maintenance, which personnel shall coordinate and cooperate with Fatbeam in performing such maintenance as required of Fatbeam hereunder.
- ♦ Fatbeam shall notify Customer at least seven (7) calendar days prior to the date in connection with any Planned Service Work Period ("PSWP") of any Scheduled Maintenance and as soon as possible after becoming aware of the need for Unscheduled Maintenance. Customer shall have the right to be present during the performance of any Scheduled Maintenance or Unscheduled Maintenance so long as this requirement does not interfere with Fatbeam's ability to perform its obligations under the Agreement. In the event that Scheduled Maintenance is canceled or delayed for whatever reason as previously notified, Fatbeam shall notify Customer at Fatbeam's earliest opportunity, and will comply with the provisions of the previous sentence to reschedule any delayed activity.

### **Facilities**

- ♦ Fatbeam shall maintain the Fatbeam System in a manner which will permit Customer's use, in accordance with the terms and conditions of the Agreement.
- ♦ Customer will be solely responsible for providing and paying for any and all maintenance of all electronic, optronic and other equipment, materials and facilities used by Customer in

connection with the operation of the Customer Fibers, none of which is included in the maintenance services to be provided hereunder.

**Cable/Fibers**

- ♦ Fatbeam shall perform appropriate Scheduled Maintenance on the cables contained in the Fatbeam System in accordance with Fatbeam's then current preventive maintenance procedures which shall not substantially deviate from standard industry practice.
- ♦ Fatbeam shall have qualified representatives on site any time Fatbeam has reasonable advance knowledge that another person or entity is engaging in construction activities or otherwise digging within five (5) feet of any cable.
- ♦ Fatbeam shall maintain sufficient capability to teleconference with Customer during an Emergency Unscheduled Maintenance in order to provide regular communications during the repair process. When correcting or repairing cable discontinuity or damage, including but not limited to in the event of Emergency Unscheduled Maintenance, Fatbeam shall use reasonable efforts to repair traffic-affecting discontinuity within twelve (12) hours after Fatbeam's representatives arrive at the problem site and have the ability to begin uninterrupted repair activities. The aforementioned twelve (12) hour time frame is merely an estimate, and repair times may increase depending upon such variables as fiber counts and the location of the problem site. For a more accurate estimate of how long the repairs will take for any given Emergency Unscheduled Maintenance, Customer should contact Fatbeam's Service Management Center (855) 979-8844. In order to accomplish the above-referenced objectives, it is acknowledged that the repairs so effected may be temporary in nature. In such event, within twenty-four (24) hours after completion of any such Emergency Unscheduled Maintenance, Fatbeam shall commence its planning for permanent repair, and thereafter promptly shall notify Customer of such plans, and shall implement such permanent repair within an appropriate time thereafter. Restoration of open fibers on fiber strands not immediately required for service shall be completed on a mutually agreed-upon schedule. If the fiber is required for immediate service, the repair shall be scheduled for the next available PSWP.
- ♦ In performing repairs, Fatbeam shall substantially comply with the splicing specifications as set forth by the current TIA standards. Fatbeam shall provide to Customer any modifications to these specifications as may be necessary or appropriate in any particular instance.
- ♦ Fatbeam's representatives responsible for initial restoration of a cut cable shall carry on their vehicles the typically appropriate equipment that would enable a temporary splice, with the objective of restoring operating capability in as little time as possible. Fatbeam shall maintain and supply an inventory of spare cable in storage facilities supplied and maintained by Fatbeam at strategic locations to facilitate timely restoration.
- If any of Customer's fibers shall fail or otherwise become inoperable, Fatbeam will assign alternate fiber(s) to replace the failed or inoperative fiber. Fatbeam will resplice any spliced connections on the failed fiber at its expense. Customer will provide any passive or active optical devices to be spliced in at its expense.

### **Planned Service Work Period**

Scheduled Maintenance which is reasonably expected to produce any signal discontinuity must be coordinated between the parties. Generally, this work should be scheduled after midnight and before 6:00 a.m. local time. The intent is to avoid jeopardy work during high-traffic periods.

### **Restoration**

- ♦ Fatbeam shall respond to any event giving rise to the need for Unscheduled Maintenance (in any event, an “Outage”) as quickly as possible (allowing for delays caused by Force Majeure Events) in accordance with the procedures set forth herein.
- ♦ When restoring a cut cable in the Fatbeam System, the parties agree to work together to restore all traffic as quickly as possible. Fatbeam, promptly upon arriving on the site of the cut, shall determine the course of action to be taken to restore the cable and shall begin restoration efforts. Fatbeam shall splice fibers tube by tube or ribbon by ribbon or fiber buffer by fiber buffer, rotating between tubes, ribbons or buffers operated by the parties having an interest in the cable, including Customer and all future fiber users of the system (collectively, the “Interest Holders”); provided that, operating fibers (i.e., fibers to which optronic devices have been attached) in all buffer tubes or ribbons or fiber bundles shall have priority over any non-operating fibers in order to allow transmission systems to come back on line; and provided further that, Fatbeam will continue such restoration efforts until all lit fibers in all buffer tubes or ribbons are spliced and all traffic restored. Notwithstanding the foregoing, Fatbeam does not guarantee any specific rotational prioritization for Customer in light of the overriding requirement for expediency in restoration of service to all parties.

### **Subcontracting**

Fatbeam may subcontract any of the maintenance services hereunder; provided that Fatbeam shall require the subcontractor(s) to perform in accordance with the requirements and procedures set forth herein. The use of any such subcontractor shall not relieve Fatbeam of any of its obligations hereunder.



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July 28, 16

**Prepared for**

University of Idaho



2065 W. Riverstone Dr. Suite 105  
Coeur d'Alene, ID 83814  
T (509) 344-1008  
F (509) 344-1009  
www.fatbeam.com

## Summary of Services and Charges

Fatbeam Internet is a high-speed, high capacity, gigabit fiber optic Internet service designed to support enterprise, healthcare, government and education customers. Fatbeam Internet is a powerful connection between your organization and the global digital community. Terms and Conditions and Acceptable Use Policy (AUP) do apply.

### Service Address:

University of Idaho  
721 S Lochsa  
Post Falls, Idaho 83854

### Billing address:

University of Idaho  
Attn: Charles Buck  
1031 N. Academic Way  
Coeur d'Alene, Idaho 83814

Fatbeam, LLC is donating one gigabit (1Gb) Internet Service to the University of Idaho, a non-profit, for a period of ten (10) years. This donation is valued at One Hundred Twenty-two Thousand Five Hundred Ten Dollars (\$122,510). The value breakout of this donation is as follows:

- Non-recurring cost of zero (\$0);
- Monthly recurring cost of Nine Hundred Ninety-five Dollars (\$995);
- Term of 120 months (10 years)
- Splicing costs are Four Hundred Sixty Dollars (\$460)
- Labor Costs are Two Thousand Six Hundred Fifty Dollars (\$2,650)

Fatbeam, LLC

CUSTOMER NAME

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_



**APPENDIX I TERMS AND CONDITIONS**  
Fatbeam Internet

APPENDIX I | TERMS AND CONDITIONS

## Terms and Conditions for Fatbeam Internet

These Terms and Conditions ("Agreement") are between Fatbeam and the entity identified as the customer ("Customer"), each referred to as a "Party" and collectively referred to as the "Parties." This Agreement consists of the Sales Order(s) and any forms or authorizations attached hereto and/or incorporated herein by reference and these Terms and Conditions. The Parties agree to be bound by this Agreement and affirm that each have caused this Agreement to be executed by their respective duly authorized representatives on the dates written below their names.

1. **Service(s).** For purposes of this Agreement, "Service(s)" shall mean Fatbeam Internet and the use of Fatbeam equipment and services integral to performance and/or delivery of the Service(s) under this Agreement. Service(s) shall also refer to the Fatbeam provided demarcation point between Customer's local area network ("LAN") and Fatbeam's wide area network ("WAN") and/or Internet service. Specifically, the demarcation point is represented by a router and provides a physical demarcation ("Demarc") between Customer's LAN and Fatbeam's WAN and/or Internet service. Fatbeam is responsible for network on the WAN side of the Demarc and Customer is responsible for network on the LAN side of the Demarc.
2. **Fatbeam Internet.** Fatbeam Internet is a high performance network Service allowing the free flow of information over the Internet. Fatbeam does not actively monitor nor does Fatbeam exercise editorial control over the content of any web site, electronic mail transmission, mailing list, newsgroup or other material created or accessible over Fatbeam's network.
  - 2.1 **Fraud and Network Security.** In no event will Fatbeam be liable for protection of Customer's network, transmission facilities or equipment from unauthorized access, or for any unauthorized access to or alteration, theft or destruction of Customer's data files, programs, procedure, and information or other network elements or content through fraudulent means or devices.
  - 2.2 **Acceptable Use Policy.** Fatbeam does not actively monitor nor does Fatbeam exercise editorial control over the content of any web site, electronic mail transmission, mailing list, News Group or other material created or accessible over Fatbeam network. However, Fatbeam reserves the right to remove any materials that, in Fatbeam sole discretion, are potentially illegal, may subject Fatbeam to liability, or violate this Acceptable Use Policy ("AUP"). Such material may include, but is not limited to, material that is inappropriate, obscene (including child pornography), defamatory, libelous, threatening, abusive, hateful, or excessively violent. Any violation of this AUP may result in the suspension or cancellation of Fatbeam Service(s) without liability to Fatbeam. Channeling any part of any such activity through Fatbeam network resources shall constitute a violation of this AUP.

Fatbeam Internet is for the use of the Customer at their designated location(s) only. Resale or sharing of the Fatbeam Internet service with individuals/entities other than Customer is considered a violation of the AUP.

Excessive use – any customer who shows a sustained pattern of excessive or abusive use, as determined in the sole determination of Fatbeam, may have their service modified. Examples of excessive or abusive use include, but are not limited to: torrent/file-sharing services, commercial web or mail hosting, distributing or storing excessive amounts of multimedia files. Multimedia files are defined as graphics, audio, and video files.

This Agreement is intended solely for you and it will not benefit or be enforceable by any other person or entity. Fatbeam may assign this Agreement and your rights and obligations under this Agreement, in whole or in part, at any time without notice to you and you agree to make all subsequent payments as directed.

- 2.3 **Revisions to Acceptable Use Policy.** Fatbeam reserves the right to revise, amend, or modify this AUP at any time in any manner. Any revision, amendment, or modification will be effective ten (10) days after Fatbeam publishes such revision, amendment, or modification. Your continued use of our Services after such revision, amendment, or modification shall constitute your acceptance of the modifications to the AUP. Therefore, it is important that you review this AUP from time to time. IT IS YOUR RESPONSIBILITY TO CHECK THE WEBSITE AT <https://www.fatbeam.com> REGULARLY, AS ALL OR ANY PART OF THIS AUP MAY CHANGE

WITHOUT NOTICE. If you have questions about the AUP, or about your rights and responsibilities, please contact your Account Manager.

- 2.4 Illegal Activities.** Using Fatbeam's Service(s) and equipment for illegal purposes or in support of illegal activities is strictly prohibited. Fatbeam reserves the right to cooperate with legal authorities and/or injured third parties in the investigation of any suspected crime or civil wrong. Activities, which are in violation of any local, state or federal laws, statutes, regulations, treaties and/or tariffs, would constitute a flagrant violation of the AUP. Should any activity threaten the integrity of or threaten to adversely affect Fatbeam network, Fatbeam shall be allowed to take steps to reduce or contain the damage, including termination or suspension of the Service(s).
- 2.5 Spam.** Fatbeam prohibits the transmission, distribution or storage of unwanted or offensive content. Prohibited transmissions include without limitation, viruses, Trojan horse programs, messages which include character sequences intended to control the recipient's computer or display screen, make money fast schemes, pyramid or chain letters, fraudulent offers, threats, harassment, defamation, postings to a newsgroup in violation of its rules, charter or FAQ, unsolicited advertising (whether commercial or informational) and unsolicited e-mail ("SPAM"). Fatbeam strongly opposes SPAM, which floods the Internet with unwanted and unsolicited e-mail and deteriorates the performance and availability of the Fatbeam network. All forms of SPAM and all activities that have the effect of facilitating SPAM are strictly prohibited. Violation of this provision will result in termination of any applicable Service Order(s) and/or Customer's entire Agreement. Fatbeam shall be allowed to take any action it deems necessary to prevent the transmission, distribution or storage of SPAM.
- 2.6 Traffic Limitation.** Fatbeam Internet may only be used in conjunction with Service(s) purchased from Fatbeam. Notwithstanding anything in this Agreement to the contrary, no data traffic shall traverse the Fatbeam network unless such traffic originates from or is destined for Customer. Any commercial use or sale/resale of this service is strictly prohibited. Use by multiple tenants/enterprise customers without prior written consent and agreement is strictly prohibited.
- 2.7 Service Availability.** Fatbeam is committed to providing reliable, high-quality Service(s) to Customers. Fatbeam warrants that Fatbeam Internet will be available on a continuous, twenty-four hours per day, seven days a week basis.
- 2.8 Interruption of Service(s) Credit.** In the event that there is any defect, error, omission, delay, mistake, interruption, suspension, or other failure in connection with furnishing Fatbeam Internet or maintenance of the Service and the same is reported to and confirmed by Fatbeam (an "Interruption"), the liability, if any, of Fatbeam shall in no event exceed an amount equivalent to the proportionate charge to Customer for the affected Service for the time period during which the interruption occurred (the "Interruption Credit") as outlined below. Fatbeam shall not be liable nor shall any Interruption Credit be given to Customer for any Interruption which is: (1) caused by the willfulness or negligence of a third-party or any other entity other than Fatbeam; (2) due to failure of equipment and systems provided by Customer or any other entity; (3) due to a force majeure event as set forth in Section 24 below; or (4) during periods when the Customer elects to use the Service(s) on an impaired basis. Customer hereby acknowledges and agrees that its sole and exclusive remedy for an Interruption shall be an Interruption Credit as follows:

2 - 4 Hours	25% of the daily recurring cost
4 - 8 Hours	75% of the daily recurring cost
8 - 24 Hours	100% of the daily recurring cost
Over 24 Hours	100 % of the daily recurring cost for each 8 hour period over 24 hours.

**Chronic Issues Credit.** In the event that a specific Customer location experiences greater than 3 chronic issues in a 30 day period and that have been reported to Fatbeam and that are non-Customer caused, this Customer location will be entitled to reimbursement of one-day of service credit for each documented issue to their current Customer account of record.

Should a Customer experience 6 or more Chronic Out of Service failures (non-customer related) over a 60 day period, the customer may elect to terminate the remaining term of their contract without being assessed an ETF, regardless if it was an ICB.

- 2.9 **Safeguarding Customer Proprietary Network Information.** Fatbeam considers our Customers' proprietary network information (CPNI) as confidential. Fatbeam will not share information specific to our Customers and/or their network with anyone other than the authorized representative(s) of Customer unless Customer sends written authorization to their Fatbeam account manager. Such Letter of Authorization (LOA) must be signed by Customer's authorized representative stating the information Fatbeam is to provide and to what party and/or company Fatbeam is to disclose the information to upon request. This procedure extends during the term of the contract and will continue after the contract expires.

## General Terms and Conditions

3. **Obligations of the Customer.** The customer agrees to provide all information, access, and support for timely installation and proper use of Service(s) and to comply with all of the terms and conditions of this Agreement. Customer also agrees that Customer's use of Service(s) will at all times be consistent with the terms outlined in Fatbeam Acceptable Use Policy ("AUP") in Sections 2.2, and 2.4 to 2.5 and will not be used in an unlawful manner, and will be used in such a manner as to prevent damage to Fatbeam network and equipment. Updates to Fatbeam AUP will be made on the web site <https://www.fatbeam.com> and will apply to all Service(s).
4. **Customer Representations.** Customer warrants that they have the legal right and ability to enter into this Agreement and are authorized to act on behalf of their business, school, library, or state/local government entity. Customer represents and warrants that Customer name and contact information is true and correct. Customer acknowledges and agrees that Fatbeam relies on the information supplied by Customer and that providing false or incorrect information may result in delays in the provision and delivery of Service(s), and the suspension or termination of Service(s). Customer agrees to promptly notify Fatbeam whenever personal or billing information changes, including, but not limited to, Customer's name, address, e-mail address, telephone number, and credit card information if appropriate.
5. **Term Commitment.** For each Service, the term commitment of the Service will begin the date Service is first installed and made available to Customer unless Customer advises Fatbeam in writing that Service is in material non-compliance with the specifications contained in the Sales Order(s), in which case the term commitment for that Service will not commence until such time as Fatbeam and Customer mutually agree that the issues with Service have been resolved and will continue for the number of months/years set forth in the applicable Sales Order(s) ("Initial Service Term").
6. **Fees and Charges.** Customer shall pay for all Service(s) Fatbeam supplies to Customer. Sales Order(s) specify the fees Customer will pay for Service(s) during the Service Term. The fees on the invoice are categorized as "Monthly Charges" and "One Time Charges." Monthly Charges will be billed monthly in advance and One Time Charges shall be billed as they occur. Fatbeam will bill Customer and Customer will be responsible for other legally applicable charges including, but not limited to, federal and state universal service fund (USF), federal and state telecommunications relay service (TRS), state and county E911 surcharges, state and local sales taxes, and local utility taxes and any other applicable federal, state, county, or local taxes and fees. Customer's invoice will reflect all taxes and fees.
7. **Payment.** Fatbeam will provide Customer with monthly invoices which will be due and payable thirty (30) days from the invoice date (the "Due Date"). For the purposes of billing and adjustments, Fatbeam assumes there are thirty (30) days in a month and the Invoice Date is the 1<sup>st</sup> of each month. All Monthly Charges are billed one (1) month in advance and all One Time Charges for installation and/or changes of service are invoiced on the first invoice following the date charges were incurred. Your initial invoice could contain One Time Charges, pro-rated charges for Partial Month Services and Monthly Charges for services in advance. A late payment fee may be applied on balances remaining unpaid thirty (30) days following the date of the invoice in the amount of one and one-half percent (1½%) per month of the amount of the unpaid balance from the date of invoice. In addition to the remedies contained in this Agreement, Fatbeam reserves its right in law and equity including, but not limited to, its rights under the Uniform Commercial Code.
8. **Taxes.** Customer hereby acknowledges and agrees that all pricing for Service(s) and other charges due hereunder, including value added tax, sales taxes, duties, fees, levies or surcharges (including where applicable Universal Service Fund or similar surcharges) imposed by, or pursuant to the laws, statutes or regulation of any governmental agency or authority, are the sole responsibility of Customer and shall be paid promptly when due by Customer. Except as set forth herein, all amounts payable by Customer under this Agreement shall be made without any deduction or withholding and, except to the extent

required by any law or regulation, free and clear of any deduction or withholding on account of any tax, duty or other charges of whatever nature imposed by any taxing or governmental authority. If Customer is required by any law or regulation to make any such deduction or withholding, Customer shall, together with the relevant payment, pay such additional amount as will ensure that Fatbeam actually received and is entitled to retain, free and clear of any such deduction or withholding, the full amount which it would have received if no such deduction or withholding had been required. Notwithstanding the foregoing, a monthly Universal Service Fund charge shall be added to each invoice for Service(s) based upon the applicable total billed revenues, the amount of which shall be based upon the Federal Communications Commission assessment.

9. **E-Rate (Applicable to Education and Library Customers only).** Fatbeam Internet contract, including this Agreement, begins upon the later of (a) its execution by both Fatbeam and Customer; and (b) Customer's E-rate funding approval or Customer approval to proceed with service. Customer understands and agrees that One Time Charges and Monthly Charges are Customer's firm contractual obligation for the duration of this contract after customer receives E-rate funding or has given Fatbeam a notice to proceed with service.
10. **Unauthorized Use of the Service(s).** Customer accepts full responsibility for the charges and fees invoiced for Fatbeam provision of all Service(s) to Customer regardless of whether Customer authorized the use of the Service(s). Customer shall not be excused from paying Fatbeam for Service(s) provided to Customer or any portion thereof on the basis that fraudulent use of Service(s) comprised a corresponding portion of the Service(s) for which charges and fees are invoiced. In the event Fatbeam discovers or reasonably believes that Service(s) are being used fraudulently, nothing contained herein shall prohibit Fatbeam from taking immediate and all reasonable actions necessary to prevent the fraudulent use of the Service(s).
11. **BACK-UP POWER.** CUSTOMER ACKNOWLEDGES AND AGREES THAT, IF ACCESS TO AND USE OF SERVICE(S) IS DESIRED OR REQUIRED DURING A POWER OUTAGE, CUSTOMER IS SOLELY RESPONSIBLE TO PROVIDE APPROPRIATE BACK-UP POWER TO ANY EQUIPMENT LOCATED ON CUSTOMER'S PREMISES TO THE EXTENT SUCH EQUIPMENT MAY BE USED TO ACCESS AND USE OR IS OTHERWISE RELATED TO THE USE OF SERVICE(S). FATBEAM SHALL NOT BE RESPONSIBLE OR LIABLE TO CUSTOMER OR ANY THIRD PARTY FOR THE UNAVAILABILITY OF SERVICE(S) DURING A POWER OUTAGE AS A RESULT OF CUSTOMER'S FAILURE TO PROVIDE NECESSARY BACK-UP OR SECONDARY POWER FACILITIES FOR USE OF SERVICE(S).
12. **Termination by Fatbeam.** In the event Customer is in breach of any terms of this Agreement, Fatbeam may provide written notice to Customer of such a breach, upon receipt of which Customer shall (i) have ten (10) days to cure such a breach if the breach is due to Customer's non-payment of all undisputed charges by the Due Date or (ii) have thirty (30) days to cure all other breaches of this Agreement. If such breach is not cured by Customer to Fatbeam's satisfaction, in its sole discretion, within the applicable cure period set forth above, Fatbeam may terminate this Agreement (in whole or in part, including Sales Order(s)) and discontinue its provision of Service(s) under this Agreement effective immediately. Notwithstanding the foregoing, in the event Customer's use of Service(s) violates the Fatbeam AUP, Fatbeam may suspend the provision of Service(s) to the Customer or terminate this Agreement (in whole or in part, including Sales Order(s)) effective immediately.
13. **Termination by Either Party.** Either Party shall have the right to terminate Service(s) without liability including early termination fees, (i) if Fatbeam is prohibited from furnishing Service(s) under this Agreement, (ii) if any material rate or term contained herein is substantially changed by order of the highest court of any competent jurisdiction to which the matter is appealed, the Federal Communications Commission, or other local, state, or federal government authority or (iii) upon expiration of the Service Term.
14. **Early Termination.** If Service(s) are terminated by Customer or by Fatbeam following an uncured default by Customer prior to the end of the Service Term, then commencing on the effective date of such termination, Customer will be subject to early termination fees equal to seventy-five percent (75%) of the remaining value of the Agreement ("Early Termination Fees"). Customer and Fatbeam acknowledge and agree that (i) the Early Termination Fees are a fair and reasonable estimate of damages that would occur in the event that the Agreement is terminated prior to the end of the Service Term; (ii) actual damages incurred by Fatbeam as a result of the early termination of the Agreement would be difficult to determine; and (iii) the provisions regarding the Early Termination Fees in this paragraph are reasonable and appropriate measures of the damages for such early termination and not a penalty. Customer agrees to pay all such Early Termination



Fees within thirty (30) days of Customer's notice of termination of Service(s) immediately upon receipt of Fatbeam's last invoice to Customer ("Final Invoice"). All requests to terminate Service(s) must be received, in writing to Fatbeam, thirty (30) days prior to the termination effective date. A minimum of thirty (30) days will always be billed to Customer from the date that the termination notice is submitted.

15. **Term Renewal.** Upon expiration of the Initial Service Term and as long as Customer is not in default of the terms of this Agreement, Customer may extend their Service(s) under the same terms and conditions as their initial term for a period of one (1) additional three (3) or five (5) year term, as applicable, upon notification to Fatbeam in writing at least thirty (30) days prior to the expiration of the Service Term.
16. **Bill Disputes.** Customer's billing disputes or requests for adjustment, together with all supporting documentation, must be made in good faith and must be received in writing by Fatbeam within thirty (30) days from the date of the invoice or Customer's right to raise such billing disputes is waived. Customer shall otherwise timely pay any undisputed amount. If Fatbeam determines that a disputed charge was billed in error, Fatbeam will issue a credit to reverse the amount incorrectly billed. If Fatbeam determines the disputed amount was billed correctly, Fatbeam will inform Customer of such determination and provide Customer with proof of correct billing. If Customer does not accept such proof as definitive, the dispute will be escalated for an officer review/resolution with Fatbeam and Customer in accordance with this Agreement. In the event that the escalated dispute is resolved against Customer or in the event Customer accepts the foregoing proof as definitive (or if Customer fails to notify Fatbeam within thirty (30) days that Customer does not accept proof as definitive), Customer shall pay the previously disputed amount within ten (10) days thereafter.
17. **Resolution of Disputes.** Except as otherwise provided herein, any dispute, controversy or claim (individually and collectively referred to hereinafter as a "Dispute") arising under this Agreement shall be resolved in accordance with the procedures set forth herein. In the event of a Dispute, and upon the written request of either Party, each of the Parties shall appoint, within five (5) business days after a Party's receipt of such request, a designated representative who has authority to settle the Dispute and who is at the higher level of management than the persons with the direct responsibility for administration of the Agreement. The designated representatives shall meet as often as they reasonably deem necessary in order to discuss the Dispute and negotiate in good faith in an effort to resolve such Dispute. The specific format for such discussions will be left to the discretion of the designated representatives; however, all reasonable requests for relevant information made by one Party to the other shall be honored. If the Parties are unable to resolve issues related to the Dispute within thirty (30) days after a Party's request is made for appointment of designated representatives as set forth above, either Party may seek any relief to which it is entitled, whether at law or in equity.
18. **Upgrades and Downgrades.** An "Upgrade" is defined as a change to Customer's existing Service(s) agreed to by Fatbeam that will result in an increase in Customer's Monthly Charges and/or One Time Charges. Customer will be required to purchase the Upgrade for a term commitment that extends to the end of Customer's existing Term or the Customer may extend their term pursuant to Section 15. A "Downgrade" is defined as a change to Customer's existing Service(s) or partial disconnect agreed to by Fatbeam that will result in a decrease in Customer's Monthly Charges. If Customer Downgrades the Service(s) before the end of the Term and the Downgrade results in more than a fifteen percent (15%) decrease in the Monthly Charges on the Service(s) for which a Downgrade occurred, Fatbeam, in its sole discretion, may charge Customer Early Termination Fees. Customer shall provide Fatbeam with thirty (30) days prior written notice for all Downgrades. Any Downgrade of Service(s) must have a Term that extends at least to the end of the Customer's existing Term.
19. **Fatbeam Owned Customer Premises Equipment.** Any Equipment installed by Fatbeam to perform or deliver Service(s) under this Agreement which was not purchased by the Customer, is the sole property of Fatbeam and is referred to as "Fatbeam CPE" or "CPE." Fatbeam has the right to access, maintain, remove, replace or take any other action in connection with the CPE at any time for any reason. At all times, Customer shall: (1) refrain from physically tampering with or modifying CPE, or authorizing another to do so; and (2) provide Fatbeam with reasonable, sufficient, and necessary access to Customer's facilities in order for Fatbeam to fulfill its obligations under this Agreement. Customer shall provide Fatbeam reasonable and necessary access to Fatbeam CPE at all reasonable times in the event Fatbeam needs to retrieve the CPE during or upon the expiration or termination of the applicable Service Term. Customer also agrees to cooperate with Fatbeam in all communications with the landlord at the Customer's premises if requested by Fatbeam even after the expiration or termination of the applicable Service Term so that Fatbeam may retrieve physical possession of the CPE. Customer shall be responsible for any and all damages to the CPE

caused by Customer or its end-users. Fatbeam will not be responsible for any interference or interruption in Service(s) that are related to or caused by CPE. Customer is responsible for the initial and ongoing configuration of any equipment provided by Customer. If any equipment provided by Customer is not compatible or may not be used with the Service(s) and Customer terminates this Agreement or Service(s) as a result, Customer will be responsible for all Non-Recurring Charges for Service(s) that are noted on the Sales Order(s) as well as any third-party costs Fatbeam may have incurred.

20. **Limitation of Liability.** Fatbeam shall not be liable or responsible for any of the following: (1) the content of the information passing over Fatbeam's network; (2) the Internet or any information contained thereon; (3) unauthorized access to Customer transmission facilities or to Customer owned equipment; (4) unauthorized access or damage to, alteration, theft, destruction or loss of customer records or data; (5) claims for damages caused by Customer through fault, negligence or failure to perform Customer's responsibilities; (6) claims against Customer by any other party; or (7) any act or omission of any other party furnishing services to Customer, or the installation and/or removal of any and all equipment supplies by any other services provider. Notwithstanding the foregoing, the liability of Fatbeam, if any, for damages arising out of mistakes, omissions, interruptions, delays, errors, or defects in the Service(s) or equipment provided by Fatbeam, if any, or for breach or warranties set forth in this Agreement, shall in no event exceed the Monthly Charges for Service(s) that are the subject of the claim. IF ANY LIABILITY IS IMPOSED ON FATBEAM, SUCH LIABILITY SHALL BE LIMITED AS PROVIDED IN THIS AGREEMENT, WHICH SHALL BE FATBEAM'S SOLE AND EXCLUSIVE LIABILITY REGARDLESS OF WHETHER LOSS OR DAMAGE IS CAUSED BY PERFORMANCE, NON-PERFORMANCE, OR NEGLIGENCE OF FATBEAM UNDER THIS AGREEMENT. FATBEAM SHALL HAVE NO LIABILITY TO CUSTOMER OR ANY THIRD-PARTY FOR OR WITH RESPECT TO ANY SPECIAL, INCIDENTAL, INDIRECT, CONSEQUENTIAL, OR PUNITIVE DAMAGES OF ANY NATURE OR FOR THE LOSS OF REVENUE, LOST PROFITS, LOSS OF BUSINESS, LOSS OF PROSPECTIVE OR POTENTIAL BUSINESS OR ECONOMIC LOSS OF ANY KIND FOR ANY REASON WHATSOEVER, REGARDLESS OF WHETHER FATBEAM IS INFORMED OF THEIR POSSIBILITY.
21. **Warranties.** FATBEAM DOES NOT WARRANT UNINTERRUPTED OPERATION OF THE SERVICE(S) AND SPECIFICALLY DISCLAIMS ANY OTHER WARRANTIES NOT MADE IN THIS AGREEMENT, EITHER EXPRESSED OR IMPLIED, INCLUDING THE WARRANTIES OF TITLE, MERCHANTABILITY AND FITNESS FOR PARTICULAR PURPOSE. FATBEAM DOES NOT WARRANT AND DOES NOT ASSUME ANY LIABILITY FOR ANY CONSEQUENCES SUFFERED BY ANY PERSON AS A RESULT OF OBTAINING INTERNET ACCESS INCLUDING, WITHOUT LIMITATION, DAMAGES ARISING FROM INTERNET CONTENT OR FROM COMPUTER VIRUSES.
22. **Transfer and Assignment.** Customer may not sell, assign or transfer any of Customer's rights or obligations under this Agreement without Fatbeam prior written consent. Fatbeam may assign this Agreement upon notice to Customer.
23. **Force Majeure.** Any delay, interruption or nonperformance of any provision of this Agreement on the part of Fatbeam caused by conditions beyond Fatbeam reasonable control shall not constitute a breach of the Agreement and the time for performance of such provision shall be deemed to extend for a period equal to the duration of the conditions preventing performance. Such examples include, but are not limited to, acts of God, acts of civil or military authority, terrorist acts, riots, insurrections, epidemics, power blackouts, fire, explosion, vandalism, cable cut, adverse weather conditions, earthquakes, nuclear accidents, floods, governmental action, moratoriums or injunctions related to the construction and shortage of labor and materials (collectively a Force Majeure Event).
24. **Notices.** All notices, requests, demands or other communications which are required or may be given pursuant to the terms of this Agreement shall be in writing and shall be deemed to have been duly given (i) on the date of delivery if personally delivered by hand, (ii) upon the third day after such notice is (a) deposited in the United States mail, if mailed by registered or certified mail, postage prepaid, return receipt requested, or (b) upon the first business day following deposit if sent by overnight delivery by a nationally

recognized overnight express courier, or (iii) by facsimile upon written confirmation (other than the automatic confirmation that is received from the recipient's facsimile machine) of receipt by the recipient of such notice.

Notices to Fatbeam:

Fatbeam, LLC.  
Attn: Greg Green  
2065 W. Riverstone Dr.  
Suite 105  
Coeur d'Alene, ID 83814  
  
T (509) 344-1008  
F (509) 344-1009

If to Customer:

The Regents of the University of Idaho  
Attn: Contracts & Purchasing Services  
875 Perimeter Drive MS 2006  
Moscow, ID 83844-2006  
  
T (208) 885-6116  
F (208) 885-6060

- 25. **Governing Law and Venue.** This Agreement shall be construed and governed in accordance with the laws of the state of Idaho and venue for any actions arising under this Agreement shall be in the courts of county jurisdiction or the state of Idaho, as appropriate.
- 26. **Entire Agreement.** This Agreement is the complete agreement between the Parties, concerning any telecommunications and/or Internet Service(s) provided by Fatbeam hereunder, and replaces any prior oral or written communications between the Parties. Except for prior obligations of confidentiality and/or nondisclosure, there are no conditions, understandings, agreements, representations, or warranties, expressed or implied, which are not specified in this Agreement.
- 27. **Addition/Modification.** Except as set forth in this Agreement, this Agreement may only be modified, amended or waived through a writing signed by an authorized employee of each Party.
- 28. **Severability.** In the event that any of the terms of this Agreement or the applications of any such term shall be invalid by any court of any competent jurisdiction, the remaining terms of this Agreement or their application shall not be affected thereby and shall remain in full force and effect.
- 29. **Counterparts.** This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute an Agreement. Facsimile signatures and electronic signatures (including electronically transmitted signed documents) shall be accepted and treated the same as an original.

The parties have caused these General Terms and Conditions to be executed by their respective duly authorized representatives as of the last date signed below ("Effective Date").

**FATBEAM, LLC**

**University of Idaho**

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**CONSENT AGENDA  
OCTOBER 20, 2016**

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**SUBJECT**

Idaho Indian Education Committee Appointments

**REFERENCE**

June 18, 2014	The Board approved the appointment of Dani Hansing to the Committee.
August 14, 2014	The Board approved the appointment of Kathy Albin and Bill Picard.
October 16, 2014	The Board approved the appointment of Mitzi Sabori to the Committee.
February 19, 2015	The Board approved the appointment of Pete Putra and Will Fanning.
June 18, 2015	The Board approved the appointment of Nolan Goubeaux.
October 22, 2015	The Board approved the appointment of Donovan Chase and Shawna Daniels.
April 14, 2016	The Board approved the appointment of Tomas Puga and reappointments of Selena Grace, Bob Sobotta, and Chris Meyer.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

The 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 affect Idaho's American Indian student population. The committee also serves as a link between Idaho's American Indian tribes.

Pursuant to Board Policy I.P. the Idaho Indian Education Committee consists of 19 members appointed by the Board. Each member serves a term of five years. Appointments to vacant positions during a previous incumbent's term are filled for the remainder of the open term. The membership consists of:

- One representative from each of the eight public postsecondary institutions
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education affiliations (K-12)
- One representative from each of the two Bureau of Indian Education schools
- One representative from the State Board of Education, as an ex-officio member

Eastern Idaho Technical College (EITC) has forwarded Dr. Sharee Anderson's name for consideration as their representative. Dr. Anderson is the Vice President of Instruction and Student Service at EITC.

**CONSENT AGENDA  
OCTOBER 20, 2016**

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The Shoshone-Bannock Tribes have forwarded the following names for consideration: Ms. Donna Bollinger as the tribal chair designee, Ms. Jessica James-Grant as the K-12 tribal education representative, and Mr. Hank McArthur as the Bureau of Indian Education (BIE) representative.

Additionally, the Committee requests the terms for Selena Grace of Idaho State University, Bob Sobotta of Lewis-Clark State College, and Dr. Chris Meyer of the Coeur d'Alene Tribe be extended to June 2021 to be consistent with Board Policy I.P. The terms for these members, reappointed by the Board at the April 2016 Board meeting were calculated incorrectly and were set for three (3) years rather than the five (5) years established in Board Policy I.P.

**IMPACT**

The proposed appointment replaces the EITC representative on the Committee, replaces the Shoshone-Bannock representatives on the Committee and extends terms for three existing members that were approved in April 2016.

**ATTACHMENTS**

Attachment 1 – Current Committee Membership	Page 5
Attachment 2 – Nomination Letters	Page 7

**STAFF COMMENTS AND RECOMMENDATIONS**

Mr. Justin Gardner took another position within Eastern Idaho Technical College (EITC) and is unable to serve on the committee. Dr. Sharee Anderson has been identified to replace Mr. Gardner and serve as EITC's representative. Dr. Anderson has been with EITC for over 10 years as an instructor, Division manager of Healthcare and now in the current role of Vice President. If approved, Dr. Anderson's would complete Mr. Gardner's term which, as an original committee member, ran from July 1, 2013 – June 30, 2017.

Ms. Mitzi Sabori is no longer on the Fort Hall Business Council. Ms. Donna Bollinger has been identified to replace Ms. Sabori and serve as the tribal chair designee. Ms. Jessica James-Grant fills a vacancy for the K-12 tribal education representative and Mr. Hank McArthur replaces Mr. Eric Lords as the BIE representative. If approved, Ms. Bollinger and Ms. James-Grant would serve a new five-year term and Mr. Hank McArthur would complete Mr. Lords' term which runs from July 1, 2013 – June 30, 2018.

**BOARD ACTION**

I move to appoint Dr. Sharee Anderson, representing Eastern Idaho Technical College, effective immediately and expiring June 30, 2017.

I move to appoint Ms. Donna Bollinger, as the Shoshone-Bannock Tribes tribal designee, effective immediately and expiring June 30, 2017.

**CONSENT AGENDA  
OCTOBER 20, 2016**

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I move to appoint S. Jessica James-Grant representing the Shoshone-Bannock Tribes as the K-12 tribal education representative, effective immediately and expiring June 30, 2021.

Mr. Hank McArthur, representing the Shoshone-Bannock Bureau of Indian Education representative, effective immediately and expiring June 30, 2018.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**BOARD ACTION**

I move to approve amendment to the terms of appointment for Selena Grace, representing Idaho State University, Mr. Bob Sobotta, representing Lewis-Clark State College, and Dr. Chris Meyer representing the Coeur d'Alene Tribe to the Idaho Indian Education Committee to expire June 30, 2021.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**CONSENT AGENDA  
OCTOBER 20, 2016**

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**CONSENT AGENDA  
OCTOBER 20, 2016**

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**State Board of Education  
Indian Education Committee**

**Dr. Yolanda Bisbee** is the Executive Director of Tribal Relations at the University of Idaho (UI). Term: July 1, 2013 – June 30, 2017.

**Selena Grace** is the Associate Vice President for Institutional Effectiveness at Idaho State University (ISU). Term: July 1, 2016 – June 30, 2019.

**James Anderson** is the Vice President for Enrollment Services in the Division of Student Affairs at Boise State University (BSU). Term: July 1, 2013 – June 30, 2018

**Bob Sobotta, Jr.** is the Director of Native American/Minority Student Services at Lewis-Clark State College (LCSC). Term: July 1, 2016 – June 30, 2019

**Evanlene Melting-Tallow** is an Advisor for American Indian students at North Idaho College (NIC). Term: July 1, 2013 – June 30, 2017

**Nolan Goubeaux** is the Associate Dean of Student Affairs for the College of Southern Idaho (CSI). Term: July 1, 2013 – June 30, 2018

**Tomas Puga** is the Coordinator, Advising and New Student Services at the College of Western Idaho (CWI). Term: July 1, 2016 - June 30, 2019

**VACANT** Eastern Idaho Technical College (EITC). Vacant Term: July 1, 2013 – June 30, 2017

**Jennifer Porter** is the chairperson's designee for the Kootenai Tribe. Term: July 1, 2013 – June 30, 2017

**Dr. Chris Meyer** is the Director of Education for the Coeur d'Alene tribe and serves as the Tribal Chairperson's designee for the Coeur d'Alene Tribe. Term: July 1, 2016 – June 30, 2019

**Shawna Daniels** is the High School Coordinator for the Coeur d'Alene tribe and serves as the K-12 Representative for the Tribe. Term: July 1, 2013 – June 30, 2016

**Bill Picard** is a member of the Nez Perce Tribal Executive committee and serves as the Tribal Chairperson's designee. Term: July 1, 2013 – June 30, 2018

**Joyce McFarland** is the Education Manager for the Nez Perce tribe and serves as the K-12 representative for the Nez Perce tribe. Term: July 1, 2013 – June 30, 2018

**VACANT** Tribal Chairperson's designee for the Shoshone-Bannock Tribes. Vacant Term: July 1, 2013 – June 30, 2017

**VACANT** K-12 representative for the Shoshone-Bannock Tribes. Vacant Term: July 1, 2016 – June 30, 2021



**CONSENT AGENDA  
OCTOBER 20, 2016**

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**Pete Putra** is a member of the Shoshone-Paiute Tribes and serves as the Tribal Chairperson's designee for the Shoshone-Paiute Tribes. Term: July 1, 2013 – June 30, 2018

**Shana Thomas** is the Owhyee Combined School Counselor for the Shoshone-Paiute Tribes and serves as the K-12 representative for the Shoshone-Paiute Tribes. Term: July 1, 2013 – June 30, 2017

**Donovan Chase** is the Superintendent of the Coeur d'Alene Tribal School and serves as the one of the Bureau of Indian Education school representatives. Term: July 1, 2013 – June 30, 2016

**VACANT** Bureau of Indian Education school representatives. Vacant Term: July 1, 2013 – June 30, 2018

**CONSENT  
OCTOBER 20, 2016**

August 18, 2016

Thank you for the opportunity to be involved in the Idaho Indian Committee for 2016-17 academic year. I would like to nominate Dr. Sharee Anderson as the Eastern Idaho Technical College representative. She is the Vice President of Instruction and Student Service. She has been at the college for over 10 years as an instructor, Division manager of Healthcare and now in the current role of Vice President. She was awarded the Idaho Biology Teacher by the National Association of Biology Teachers in 2000 and received the Science Scholastic Award from Idaho State University in 2007. Dr. Anderson is excited to provide opportunities to all students in Idaho and work with the Idaho Indian Committee to expand those opportunities.

Sincerely

A handwritten signature in red ink, appearing to read "Rick Aman", with a long horizontal line extending to the right.

Rick Aman, PhD

President, Eastern Idaho Technical College

# 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

State Board of Education (SBOE)  
State of Idaho  
State Department of Education  
Boise, Idaho 83720

September 2, 2016

Dear SBOE Members,

On behalf of the Shoshone-Bannock Tribes, we would like to recommend the following representatives from the Shoshone-Bannock Tribes to be added to the State Indian Education Board within the State Department of Education (SDE) and the State Board of Education (SBOE):

**FHBC representative:** Donna Bollinger **alternate:** Lee Juan Tyler

**K-12 representative:** Jessica James Grant **alternate:** Lori Pahvitse

**BIE representative:** Hank Edmo McArthur **alternate:** SBHS School Board Chair

The Indian Education Board, through building partnerships, increases Indigenous pedagogical practices, and adopting data driven, evidence-based policies, will work to increase educational attainment of all American Indian Students in Idaho.

The Shoshone-Bannock Tribes appreciates the relationship we share with the State of Idaho and look forward to the opportunity to strengthen our work through the State Indian Education Board. If we can be of further assistance, please feel free to contact us.

Respectfully,

Blaine J. Edmo  
Chairman

**CONSENT AGENDA  
OCTOBER 20, 2016**

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**IDAHO DIVISION OF VOCATIONAL REHABILITATION**

**SUBJECT**

Idaho State Rehabilitation Council Membership

**APPLICABLE STATUTE, RULE, OR POLICY**

Federal Regulations 34 CFR §361

**BACKGROUND/DISCUSSION**

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

The members of the Council must be appointed by the Governor; in the case of a State which vests authority for the administration to an entity other than the Governor, the chief officer of that entity pursuant to § 33-2303, Idaho Code, designates the State Board for Career-Technical Education as that entity.

Further Federal Regulations establish that the Council must be composed of at least fifteen (15) members, including:

- i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
- ii. At least one representative of a parent training and information center established pursuant to § 682(a) of the Individuals with Disabilities Education Act;
- iii. At least one representative of the Client Assistance Program established under 34 CFR § 370, who must be the director of or other individual recommended by the Client Assistance Program;
- iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an ex officio, non-voting member of the Council if employed by the designated State agency;
- v. At least one representative from the community rehabilitation program service providers;
- vi. Four representatives of business, industry, and labor;
- vii. Representatives of disability groups that include a cross section of (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
- viii. Current or former applicants for, or recipients of, vocational rehabilitation services;

**CONSENT AGENDA  
OCTOBER 20, 2016**

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- ix. In a State in which one or more projects are carried out under § 121 of the American Indian Vocational Rehabilitation Services Act, at least one representative of the directors of the projects;
- x. At least one representative of the State educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
- xi. At least one representative of the State workforce investment board; and
- xii. The director of the designated State unit as an ex officio, non-voting member of the Council.

Additionally, Federal Regulations specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR §361.5(b)(29) and are not employed by the designated State unit. Members are appointed for a term of no more than three (3) years, and each member of the Council, may serve for not more than two consecutive full terms. A member appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has one (1) nomination for Board approval; Kendrick Lester was chosen to fulfill the Federal Regulations as a representative of the State Department of Education. The Council has two resignations: Lonnie Pitt, who filled the position of a representative of a Former Applicant or Recipient, and Jayne Womack, who filled a position as a representative for Disability Advocacy Groups.

**IMPACT**

The above appointment and two resignations will bring the Council membership to a total of fifteen (15) with two vacancies on the Council; one for a representative of business, industry and labor and the other for a representative of a Former Applicant or Recipient. Minimum composition for the Council is 15 members.

**ATTACHMENTS**

Attachment 1 - Current Council Membership	Page 5
Attachment 2 – Kendrick Lester Nomination Letter & Resume	Page 7

**CONSENT AGENDA  
OCTOBER 20, 2016**

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**BOARD ACTION**

I move to approve the appointment of Kendrick Lester to the State Rehabilitation Council as a representative for the State Department of Education to complete the term vacated by Alison Lowenthal, effective immediately and ending June 30, 2017.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**CONSENT AGENDA  
OCTOBER 20, 2016**

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**CONSENT AGENDA  
OCTOBER 20, 2016**

	<b>Members Shall Represent:</b>	<b>Number of Representatives Required</b>	<b>Name</b>	<b>Term Ends</b>	<b>Serving Term # (maximum 2)</b>
1	<b>Former Applicant or Recipient</b>	Minimum 1	Lonnie Pitt/Resigned July 2016	6/30/2018	2
2	<b>Parent Training &amp; Information Center...</b>	Minimum 1	Angela Lindig	6/30/2018	2
3	<b>Client Assistant Program</b>	Minimum 1	Dina Flores -Brewer	no end date	No Limit
4	<b>VR Counselor</b>	Minimum 1	Suzette Whiting	6/30/2018	1
5	<b>Community Rehabilitation Program</b>	Minimum 1	Lori Gentillon	6/30/2018	1
6	<b>Business, Industry and Labor</b>	Minimum 4	Lucas Rose	6/30/2017	1
7			Rachel Damewood	6/30/2017	2
8			Judith James	4/30/2018	1
9			VACANT		
10	<b>Disability Advocacy groups</b>	No minimum or maximum	Molly Sherpa	3/31/2017	1
11			Mike Hauser	42825	1
12			Jayne Womack/Resigned July 2016	6/30/2018	1
13	<b>State Independent Living Council</b>	Minimum 1	Mel Leviton	9/30/2018	1
14	<b>Department of Education</b>	Minimum 1	VACANT/previously filled by Alison Lowenthal	6/30/2017	
15	<b>Director of Vocational Rehabilitation</b>	Minimum 1	Jane Donnellan	No end date	No Limit
16	<b>Idaho's Native American Tribes</b>	Minimum 1	Ramona Medicine Horse	No end date	No Limit
17			David Miles	No end date	No Limit
18	<b>Workforce Development Council</b>	Minimum 1	Gordon Graff	8/31/2018	1
	Updated 9/13/2016				Total Mbrs 14



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## STATE REHABILITATION COUNCIL NOMINATION FORM

Nominee's Name: Kendrick Lester - SPED Secondary Transition Coordinator w/ Idaho SDE

Mailing Address: 650 W State Street Boise, Idaho 83702

Home/Cell Phone: 208-696-9163 Work Phone: 208-332-6800 Ext. 6918

E-Mail: klester@sde.idaho.gov

### Please explain why you would like to serve on the State Rehabilitation Council

Desire to provide State Department of Education representation and support to the SRC.

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### What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

Name: None at this time. Term Date: \_\_\_\_\_

Name: \_\_\_\_\_ Term Date: \_\_\_\_\_

Name: \_\_\_\_\_ Term Date: \_\_\_\_\_

Name: \_\_\_\_\_ Term Date: \_\_\_\_\_

### How many hours per month would you be able to commit to State Rehabilitation Council activities?

- 1 to 3 hours     4 to 6 hours     7 to 9 hours     10 or more hours

*CFR 361.17(c)(1) Requires a majority of the Council members be individuals with disabilities. While your disclosure is voluntary, it would be a benefit to the Council in determining membership compliance.*

#### Disability

- Yes     No

**RETURN TO:**  
**IDAHO STATE REHABILITATION COUNCIL**  
**ATTN: Membership Chair**  
650 West State Street, Room 150  
P.O. Box 83720  
Boise, Idaho 83720-0096

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## Core Qualifications

- Approachable & positive leader; efficient resource manager.
- Comfortable planning & facilitating powerful trainings and/or group presentations.
- Excellent rapport with learners of all ages and their families.
- 10 year experience in public education.
- Strengths in developing remedial/tutoring programs that promote & emphasize personal growth.
- **FLUENT IN SPANISH.** Emerging French. Mindful and eager to encourage school & community participation by those of differing status, culture, and ability levels.
- TESOL/TEFL Certified. (Experienced with ESL instruction and curriculum.)
- Idaho Teaching Certificates: K-12 Special Education & K-8 All Subjects. Math Highly-Qualified. (Idaho/Nevada Administrator Endorsements in Progress.)

## Professional Experience

### *Special Education Leadership*

- Ensured compliance to federal/state special education laws. (IDEA, ADA, FERPA etc.)
- Professionally resolved student/family concerns; gained trust that frequently helped to avoid costly complaints or escalation toward litigation.
- Supervised/Trained/Supported department staff in delivering quality and efficient student supports.
- Assisted other educators/administration in understanding disabled students needs and ways they can adapt their instruction/programs to be more accessible; yet still meaningful and rigorous.
- Reported equipment, personnel, and financial needs/plans to administration.
- Coordinated with outside agencies and community resources to provide students with access to related services & assistive technology tools in an efficient/cost effective way.
- Scheduling/Interviewing/Budget planning to align resources to student/staff needs.

### *Case Manager*

- Handled sensitive information and records; high regard for student/family privacy.
- Assessed students for academic & assistive technology needs.
- Developed individual education & Section 504 plans outlining clear service/accommodation need.
- Made student placement determinations & schedules.
- Compliant communications, records, & reports to state welfare and justice agencies.
- Aided students and their families in transition planning for independent living, post-secondary education and job acquisition.

### *Special Education Teacher*

- Provided individualized academic/social skills/behavior instruction to high risk students.
- Creatively provided effective math instruction to students with memory, attention, and/or processing deficits; as well as those who are visually impaired, blind, or deaf/hard of hearing.
- Safely resolved behavioral disruptions while maintaining student dignity & privacy.

## Employment History

Nampa School District Nampa, ID 2005-2010 (South Middle School Emotion & Behaviors Program)

Melba School District Melba, ID 2010-2011 (PreK-12 Special Education Teacher)

Nampa School District 2011-2015 (Nampa High School Special Education)

Nampa School District 2015-2016 (District Secondary SPED Coordinator/Consulting Teacher)

**Idaho State Department of Education 2016-Current (SPED Secondary Transition Coordinator)**

### *Other Recent Work Experience*

- Addiction Counselor/Director of Group & Spanish Programs; Pac-North Healthcare. 2006-09
- Psycho-Social Rehabilitation Provider, Abundance Behavioral Health. 2009-11
- Licensed Driving Instructor (Idaho); Phillips Driving School. 2012-Current
- Football, Wrestling, Tennis Coach.

## CONSENT AGENDA OCTOBER 20, 2016

### Educational Background

BA, Psychology -- THOMAS EDISON STATE COLLEGE - Trenton, New Jersey  
 M.Ed., Educational Leadership & Administration -- CONCORDIA UNIVERSITY - Portland, Oregon  
 Post Graduate Ed.S. Special Education Director – ARKANSAS STATE UNIVERSITY

### Certifications

- CPI Certified-Crisis Intervention & School Safety Training, Crisis Prevention Institute.
- Current CPR and First Aid; Concussion Protocol Trained.
- American Board Certification of Teacher Excellence in the area of Special Education Teaching & Law.
- Teaching English to speakers of other language (TESOL) & Teaching English as foreign language (TEFL)
- Drug and Alcohol Counseling Certification, Stratford Institute, St Albans, Vermont

### Me in 30 Seconds

I am an unconventional person who feels most comfortable in a setting where being honest, genuine, and big-picture oriented is valued. I can quickly learn, retain, and re-share complex information that I can use to help others and/or direct larger efforts toward achievement. I am wildly creative when it comes to problem solving, teaching/counseling or speaking/presenting; and I am great at building powerful relationships with others even though I lean introvert. I have worked the past 10 years successfully in public education. I have enjoyed being in the classroom, but I feel my talents are pushing me toward fulfilling a greater role that will allow me to expand my circle of student serving influence on a larger leadership scale.

I highly value time with family and continued learning through personal study, travel, networking, and willfulness to try new things. I am interested in helping others with personal development & achievement, as well as history, languages, travel.

### PROFESSIONAL REFERENCES

Pete Koehler, Deputy Superintendent; Idaho State Department of Education.

[pkoehler@sde.idaho.gov](mailto:pkoehler@sde.idaho.gov) 208-332-6800

Jason Hillman, District Special Education Director; Nampa School District. Nampa, Idaho

[jhillman@nsd131.org](mailto:jhillman@nsd131.org) 208-468-4600

Phyllis Vermilyea, District SPED Consulting Teacher; Nampa School District. Nampa, Idaho

[pvermilyea@nsd131.org](mailto:pvermilyea@nsd131.org) 208-468-4600

### PERSONAL REFERENCE

Matt Locke, Recruiting Manager; Clearwater Analytics. Boise, Idaho

208-919-3449

Ted Sharp, President, SharpExec International. Nampa, Idaho

208-697-1641

**CONSENT AGENDA  
OCTOBER 20, 2016**

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**SUBJECT**

President Approved Alcohol Permits Report

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

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

The last update presented to the Board was at the August 2016 Board meeting. Since that meeting, Board staff has received forty-nine (49) permits from Boise State University, nineteen (19) permits from Idaho State University, seventeen (17) permits from the University of Idaho, and four (4) permits from Lewis-Clark State College.

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

**ATTACHMENTS**

Attachment 1 - List of Approved Permits by Institution

Page 3

**BOARD ACTION**

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

**CONSENT AGENDA  
OCTOBER 20, 2016**

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**CONSENT AGENDA  
OCTOBER 20, 2016**

**APPROVED ALCOHOL SERVICE AT  
BOISE STATE UNIVERSITY  
July 2016 – February 2017**

<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
United Dairymen of Idaho Reception & Dinner	Stueckle Sky Center		X	07/26/16
Light the Night Kickoff BBQ	Recruiting Center		X	08/01/16
Helmets & Heels	Caven Williams Football Complex	X		08/02/16
Siemens Simatic AWinCC Roadshow 2016	Stueckle Sky Center		X	08/04/16
Rodrigo y Gabriela Guitar Duo	Morrison Center	X		08/05/16
Simplot Awards Dinner	Stueckle Sky Center		X	08/16/16
First Folio – Idaho Shakespeare Festival	Yanke Research Park-Lawn	X		08/20/16
Buddy Guy Concert	Morrison Center	X		08/22/16
Dinner on the Blue	Stueckle Sky Center	X		08/22/16
VIP First Folio Donor Reception	Yanke Room 207	X		08/22/16
First Folio – Boise Chamber of Commerce	Yanke Room 510		X	08/24/16
Jim Jeffries Comedy Show	Morrison Center	X		08/26/16
Bronco Sports Properties Radio Event	Gene Bleymeir Football Complex	X		08/30/16
Tom Michael Public Radio Reception	Stueckle Sky Center	X		08/30/16
Wilco – Rock Concert	Morrison Center	X		08/31/16
McCormick/Taffin Wedding Reception	Stueckle Sky Center		X	09/03/16
Carrie Underwood Concert	Taco Bell Arena	X		09/06/16
The Mavericks Concert	Morrison Center	X		09/07/16
Volbeat	Taco Bell Arena	X		09/07/16
Rodney Carrington Concert	Morrison Center	X		09/09/16
ISCO Fall Meeting Reception	Student Union Building		X	09/09/16
Women in Leadership Conference Reception	Student Union Building		X	09/14/16



**CONSENT AGENDA  
OCTOBER 20, 2016**

<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
Blink 182 Concert	Taco Bell Arena	X		09/15/16
Dierks Bentley Concert	Taco Bell Arena	X		09/16/16
Mary Chapin Carpenter Concert	Morrison Center	X		09/17/16
Serving Up Wishes Fundraiser	Stueckle Sky Center		X	09/17/16
Power Engineers Catering	COBE		X	09/19/16
The ID Senate & House of Representatives Conference Dinner	Stueckle Sky Center		X	09/19/16
National Science Foundation – Critical Zone Observation Meeting	Stueckle Sky Center	X		09/19/16
Albertsons University Class	Stueckle Sky Center		X	09/20/16
Women’s Council of Realtor’s Event	Stueckle Sky Center		X	09/21/16
US Bank Reception	Benjamin Victor Gallery		X	09/22/16
Idaho State Nonprofit Conference	Student Union Building		X	09/22/16
Ivie Associates Dinner	Stueckle Sky Center		X	09/26/16
Distinguished Lecture Reception	Morrison Center	X		09/27/16
Distinguished Lecture Reception	Stueckle Sky Center	X		09/27/16
Bank of the Cascades Reception	Benjamin Victor Gallery		X	09/28/16
Def Leppard Concert	Taco Bell Arena	X		09/28/16
Computer Science City Center Grand Opening	Computer Science City Center/ US Bank Building	X		09/29/16
BAA – Planned Giving Reception	Hall of Fame	X		09/29/16
Idaho Partnerships Conference on Human Services	Student Union Building	X		10/05/16
Maroon 5 Concert	Taco Bell Arena	X		10/09/16
Alumni Gala	Stueckle Sky Center	X		10/14/16
NAEOP President’s Reception	Stueckle Sky Center		X	10/16/16
Bassett Wedding	Stueckle Sky Center		X	10/29/16

**CONSENT AGENDA  
OCTOBER 20, 2016**

<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
IL DIVO Concert	Taco Bell Arena	X		11/03/16
Five Finger Death Punch & Shinedown Concert	Taco Bell Arena	X		11/07/16
Pioneer Federal Holiday Party	Stueckle Sky Center		X	12/10/16
Twenty One Pilots Concert	Taco Bell Arena	X		02/08/17

**CONSENT AGENDA  
OCTOBER 20, 2016**

**APPROVED ALCOHOL SERVICE AT  
IDAHO STATE UNIVERSITY  
July 2016 – April 2017**

<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
Professional of the Year	PAC		X	07/27/16
IEA Summer Institute Conference Social	Ponds SUB		X	07/28/16
SKAGGS Pre Conference Reception	PAC – Rotunda		X	08/03/16
SKAGGS Poster Presentation	Leonard Hall		X	08/04/16
Harrison Wedding	PAC – Rotunda		X	08/06/16
State Board of Education Dinner	PAC	X		08/10/16
Steve Eaton Benefit Concert	PAC – West Patio	X		08/13/16
State of the University Address	PAC – Rotunda	X		08/31/16
Symphony Concert	Jensen Grand Concert Hall	X		08/31/16
Welcome Assembly	PAC – Promenade	X		09/01/16
IHHM Fundraising Gala	PAC		X	09/17/16
Symphony Concert	Jensen Grand Concert Hall	X		09/23/16
Distinguished Under 40	SUB		X	10/06/16
Symphony Concert	Jensen Grand Concert Hall	X		11/11/16
Christmas Party	SUB		X	12/19/16
Laughter & Light Wine Tasting	SUB		X	01/08/17
Symphony Concert	Jensen Grand Concert Hall	X		02/10/17
Symphony Concert	Jensen Grand Concert Hall	X		03/11/17
Symphony Concert	Jensen Grand Concert Hall	X		04/28/17

**CONSENT AGENDA  
OCTOBER 20, 2016**

<b>APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO June 2016 – November 2016</b>
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EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
President's Leadership Retreat	University House 1026 Nez Perce Drive	X		07/26/16
Idaho Blended Learning Summit	UI – Boise	X		08/11/16
College of Education All Faculty-Staff Meeting	Building 835 (UI College of Education newly renovated bldg.)	X		08/17/16
New Chairs Reception	Bruce Pitman Center	X		08/30/16
UI Football Game vs. Mt. State	Kibbie Dome	X		09/01/16
UI Social Group Fall Social	Kibbie Dome	X		09/15/16
2016 Golf Course Improvement Tournament	UI Golf Course	X		09/24/16
Event Wine Tasting	Administration – President's Office	X		09/28/16
Karen Gillespie Retirement Reception	J.A. Albertsons Building Courtyard	X		09/29/16
Retirement Reception for Cindy Johnson	Common Horizon Room	X		09/29/16
College of Law Class of 1986 Class Reunion	UI – Boise	X		10/01/16
Crosstoberfest V	UI Extension, Sandpoint ID		X	10/02/16
UI Retirees Association Gallery Reception	Prichard Art Gallery	X		10/04/16
Roger Rowley	Prichard Art Gallery	X		10/20/16
CoE Academy of Engineers Awards Ceremony	Common Horizon Room	X		10/20/16
College of Science Celebration of Alumni Excellence Dinner	Common Horizon Room	X		10/20/16
Medea VIP Theatre Arts Event	Hartung Theatre Scene Shop, UI	X		10/22/16

**CONSENT AGENDA  
OCTOBER 20, 2016**

**APPROVED ALCOHOL SERVICE AT  
LEWIS-CLARK STATE COLLEGE  
September 2016 – October 2016**

<b>EVENT</b>	<b>LOCATION</b>	<b>Institution Sponsor</b>	<b>Outside Sponsor</b>	<b>DATE (S)</b>
Exhibition Opening for Stories We See Early Photography of the Valley	Gallery 2	X		09/09/16
LC Valley Chamber: Business After Hours	Gallery 1	X		09/15/16
Fall Fundraiser for CAH – Steampunk Ball	Gallery 1	X		09/17/16
State Board of Education Dinner	Gallery 1	X		10/19/16

**CONSENT AGENDA  
OCTOBER 20, 2016**

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**SUBJECT**

2015-2016 Accreditation Summary Report of Idaho Schools

**REFERENCE**

August 2011	Board accepted the 2010-2011 Accreditation Report.
August 2012	Board accepted the 2011-2012 Accreditation Report.
August 2015	Board accepted the 2014-2015 Accreditation Report.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-119, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.02.140 – Accreditation

**BACKGROUND/DISCUSSION**

Pursuant to IDAPA 08.02.02.140, “All public secondary schools, serving any grade(s) 9-12, will be accredited. Accreditation is voluntary for elementary schools, grades K-8, private and parochial schools, and alternative schools...” Section 33-119, Idaho Code, authorizes the Board to establish the accreditation standards. Through administrative rule, the Idaho State Board of Education (Board) requires schools to meet the accreditation standards of the Northwest Accreditation Commission (NWAC), a division of AdvancED.

In accordance with IDAPA 08.02.02.140, an annual accreditation report will be submitted to the Board. This report outlines the accreditation status of Idaho’s schools that serve any grade(s) 9-12 as well as those elementary schools, schools serving grades K-8, private, and parochial schools that voluntarily seek accreditation.

**ATTACHMENTS**

Attachment 1 – 2015-2016 Accreditation Summary Report of Idaho Schools	Page 3
Attachment 2 – AdvancED Accreditation Policies and Procedures	Page 13

**STAFF COMMENTS AND RECOMMENDATIONS**

AdvancED accredits both individual schools as well as school systems (school district) Once a school becomes accredited, they may have one of two accreditation statuses. The accreditation status is based on the performance of a school in areas related to the accreditation standards, policies, assurances, student performance results and stakeholder feedback. The two statuses are “accredited” or “accredited under review.” The term “accredited under review” has replaced the term “accredited probation.”

All institutions that are accredited conduct a five year External Review during their final year of the accreditation cycle facilitated by AdvancED. In addition, all schools have a mid-term accreditation progress report that is done through AdvancED’s online accreditation application. This report is done at the end of the second (2<sup>nd</sup>) year in the cycle for all schools with the “accredited” status.

**CONSENT AGENDA  
OCTOBER 20, 2016**

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Those schools with “accredited under review” status have a more frequent reporting cycle. The “accredited under review” cycle can be every year, or more often dependent on the situation. All “accredited under review” institutions conduct an onsite accreditation progress report review facilitated by AdvancED. The Accreditation Progress report specifically addresses the required actions given by the External Review Team at the five year onsite review. There are two circumstances under which a school may be placed in “accredited under review” status. The first is based on the institution scoring in the bottom fifth percentile of AdvancED’s Index of Education Quality. The second circumstance is based on the school not meeting AdvancED Standards, a complaint has been filed against the school, the school is in violation of AdvancED’s Accreditation Policies and Procedures, or based on and on-site team review.

**BOARD ACTION**

I move to accept the 2015-2016 Accreditation Summary Report of Idaho Schools as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**CONSENT AGENDA  
OCTOBER 20, 2016**

<u>Org Name</u>	<u>District Name</u>	<u>Org Type</u>	<u>Org City</u>	<u>Accreditation Status</u>	<u>Accreditation Expiration</u>	<u>Date of Initial Accreditation</u>
A. B. McDonald Elementary	Moscow School District	Elementary	Moscow	Accredited	6/30/2020	7/1/2002
Aberdeen High School	Aberdeen District	High School	Aberdeen	Accredited	6/30/2017	7/1/1939
Alzar School		Wilderness	Cascade	Accredited	6/30/2018	7/1/2009
American Falls High School	American Falls Joint District	High School	American Falls	Accredited	6/30/2020	7/1/1920
American Heritage Charter School		Elementary	Idaho Falls	Accredited	6/30/2020	6/25/2015
Another Choice Virtual Charter School		Digital Learning	Nampa	Accredited	6/30/2018	7/1/2010
ARTEC Regional Professional Technical Charter School		Career Technical	Twin Falls	Accredited	6/30/2021	7/1/2007
Atlas School	Middleton District	High School	Middleton	Accredited	6/30/2019	6/18/2012
Bear Lake High School	Bear Lake County District	High School	Montpelier	Accredited	6/30/2018	7/1/1930
Bennett Mountain High School	Mountain Home School District #193	High School	Mountain Home	Accredited	6/30/2020	6/25/2015
Bingham Academy		High School	Blackfoot	Accredited Under Review	6/30/2021	7/1/2015
Black Canyon Alternative High School	Emmett Independent District	High School	Emmett	Accredited	6/30/2020	7/1/2005
Blackfoot High School	Blackfoot District	High School	Blackfoot	Accredited	6/30/2020	7/1/1920
Bliss School	Bliss Joint School District	High School	Bliss	Accredited	6/30/2017	7/1/1976
Boise Girls Academy		High School	Boise	Accredited	6/30/2020	1/22/2015
Boise High School	Boise Independent District	High School	Boise	Accredited	6/30/2018	7/1/1918
Boise State University TRIO Upward Bound		Supplementary Schoo	Boise	Accredited	12/31/2016	7/1/2010
Bonnors Ferry High School	Boundary County District	High School	Bonnors Ferry	Accredited Under Review	6/30/2020	7/1/1920
Bonneville High School	Bonneville Joint District	High School	Idaho Falls	Accredited	6/30/2019	7/1/1934
Bonneville Online School	Bonneville Joint District	Digital Learning	Idaho Falls	Accredited	6/30/2018	7/1/2009
Borah High School	Boise Independent District	High School	Boise	Accredited	6/30/2018	7/1/1958
Boulder Creek Academy		High School	Bonnors Ferry	Accredited	6/30/2019	7/1/2005
Buhl High School	Buhl Joint District	High School	Buhl	Accredited	6/20/2021	7/1/1920
Burley High School	Cassia County Joint District #151	High School	Burley	Accredited	6/30/2018	7/1/1926
Burley Junior High School	Cassia County Joint District #151	Middle School	Burley	Accredited	6/30/2018	7/1/1979
Butte County High School	Butte County Joint District	High School	Arco	Accredited	6/30/2019	7/1/1951
Caldwell High School	Caldwell District	High School	Caldwell	Accredited	6/30/2019	7/1/1918
Calvary Chapel Christian School-Nampa		Unit School	Nampa	Accredited Under Review	6/30/2021	7/1/2007
Camas County School	Camas County District	High School	Fairfield	Accredited	6/30/2019	7/1/1954
Cambridge Junior/Senior High School	Cambridge Joint District	High School	Cambridge	Accredited	6/30/2020	7/1/1960
Canyon Ridge High School	Twin Falls School District	High School	Twin Falls	Accredited	6/30/2018	7/1/2009
Canyon Springs High School	Caldwell District	High School	Caldwell	Accredited	6/20/2021	7/1/2007
Capital High School	Boise Independent District	High School	Boise	Accredited	6/30/2019	7/1/1965



**CONSENT AGENDA  
OCTOBER 20, 2016**

Carey School	Blaine County District	Unit School	Carey	Accredited	6/30/2019	7/1/1946
Cascade Jr./Sr. High School	Cascade District	High School	Cascade	Accredited	6/30/2019	7/1/1938
Cassia High School	Cassia County Joint District #151	High School	Burley	Accredited	6/30/2018	7/1/2007
Castleford Public Schools	Castleford District	Unit School	Castleford	Accredited	6/30/2017	7/1/1951
Centennial High School	West Ada School District	High School	Boise	Accredited	6/30/2017	7/1/1987
Centennial Job Corps Civilian Conservation Center		Career Technical	Nampa	Accredited	6/30/2019	7/1/1973
Central Academy High School	West Ada School District	High School	Meridian	Accredited Under Review	6/30/2021	7/1/2007
Central High School	Madison School District #321	High School	Rexburg	Accredited Under Review	6/30/2020	6/25/2015
Century High School	Pocatello/Chubbuck District #25	High School	Pocatello	Accredited	6/30/2019	7/1/1999
Challis High School	Challis Joint District	High School	Challis	Accredited Under Review	6/30/2019	7/1/1934
Cherry Gulch		High School	Emmett	Accredited Under Review	6/30/2018	7/1/2006
Clark County High School	Clark County School District #161	High School	Dubois	Accredited	6/30/2019	7/1/1973
Clark Fork Junior Senior High School	Lake Pend Oreille District	High School	Clark Fork	Accredited	6/20/2021	7/1/1972
Clearwater Valley Junior/Senior High School	Mountain View School District	High School	Kooskia	Accredited	6/30/2020	7/1/2007
Coeur d'Alene Charter Academy	Coeur D Alene District	Unit School	Coeur D Alene	Accredited	6/30/2017	7/1/2007
Coeur d'Alene High School	Coeur D Alene District	High School	Coeur d'Alene	Accredited	6/30/2017	7/1/1921
Coeur d'Alene Tribal School		Elementary	Desmet	Accredited Under Review	6/30/2020	7/1/2010
Cole Valley Christian School		High School	Meridian	Accredited	6/20/2021	7/1/1995
Cole Valley Christian Schools (PK-Grade 6)		Elementary	Boise	Accredited	6/30/2016	7/1/1995
Columbia High School	Nampa School District	High School	Nampa	Accredited	6/20/2021	7/1/2007
Compass Academy	Idaho Falls School District 91	High School	Idaho Falls	Accredited	6/30/2019	6/26/2014
Compass Public Charter School		Unit School	Meridian	Accredited	6/30/2021	7/1/2007
CornerStone Christian Academy		Elementary	Post Falls	Accredited Under Review	6/30/2021	7/1/2007
COSSA Academy	Canyon Owyhee School Service Agency	Career Technical	Wilder	Accredited	6/30/2020	7/1/2001
Council School	Council District	High School	Council	Accredited	6/30/2019	7/1/1959
Culdesac School	Culdesac Joint District	Unit School	Culdesac	Accredited	6/30/2018	7/1/1934
Deary School	Whitepine Jt School District	Unit School	Deary	Accredited	6/30/2020	7/1/1989
Declo High School	Cassia County Joint District #151	High School	Declo	Accredited	6/30/2018	7/1/1954
Dietrich School	Dietrich District	Unit School	Dietrich	Accredited	6/30/2019	7/1/1985
Eagle Academy High School	West Ada School District	High School	Eagle	Accredited	6/30/2017	7/1/2002
Eagle High School	West Ada School District	High School	Eagle	Accredited	6/30/2017	7/1/1995

**CONSENT AGENDA  
OCTOBER 20, 2016**

East Junior High School	Boise Independent District	Middle School	Boise	Accredited	6/30/2017	7/1/2007
Ekklesia Christian School		High School	Eagle	Accredited	6/30/2021	7/1/2007
Elk Mountain Academy		Adjudicated Students	Clark Fork	Accredited Under Review	6/30/2020	7/1/1996
Emerson Alternative High School	Idaho Falls School District 91	High School	Idaho Falls	Accredited	6/30/2021	7/1/2005
Emmett High School	Emmett Independent District	High School	Emmett	Accredited	6/30/2019	7/1/1921
Fairmont Junior High School	Boise Independent District	Middle School	Boise	Accredited	6/30/2017	7/1/2007
Falcon Ridge Public Charter School		Unit School	Kuna	Accredited Probation	6/30/2018	7/1/2007
Filer High School	Filer District	High School	Filer	Accredited	6/30/2021	7/1/1927
Firth High School	Firth District	High School	Firth	Accredited	6/30/2017	7/1/1934
Forrest M. Bird Charter School		High School	Sandpoint	Accredited	6/30/2018	7/1/2008
Frank Church High School	Boise Independent District	High School	Boise	Accredited	6/30/2020	7/1/2008
Franklin County High School	Preston School District #201	High School	Preston	Accredited	6/30/2018	7/1/2008
Fruitland High School	Fruitland District	High School	Fruitland	Accredited	6/30/2019	7/1/1933
Garden Valley Public School	Garden Valley District	Unit School	Garden Valley	Accredited	6/30/2021	7/1/1976
Genesee School	Genesee Joint District	Unit School	Genesee	Accredited	6/30/2019	7/1/1925
Genesis Preparatory Academy		Unit School	Post Falls	Accredited	6/30/2020	7/1/2007
Glenns Ferry High School	Glenns Ferry Joint District	Unit School	Glenns Ferry	Accredited	6/30/2021	7/1/1934
Gooding High School	Gooding Joint District	High School	Gooding	Accredited	6/30/2020	7/1/1920
Grace Jr/Sr High School	Grace Joint District	High School	Grace	Accredited	6/30/2021	7/1/1933
Grace Lutheran School		Elementary	Pocatello	Accredited	6/30/2020	10/29/2015
Grangeville High School	Mountain View School District	High School	Grangeville	Accredited	6/30/2017	7/1/1990
Greenleaf Friends Academy		Unit School	Greenleaf	Accredited Under Review	6/30/2021	7/1/1995
Hagerman High School	Hagerman Joint District	High School	Hagerman	Accredited	6/30/2019	7/1/1938
Hansen Junior/Senior High School	Hansen District	High School	Hansen	Accredited	6/30/2021	7/1/2007
Heartland High School	McCall-Donnelly School District	High School	McCall	Accredited	6/30/2021	
Heritage Community Charter School		Unit School	Caldwell	Accredited	6/30/2019	6/26/2014
High Desert High School	Shoshone Joint District	High School	Shoshone	Accredited	6/30/2018	6/18/2012
Highland School	Highland Joint District	Unit School	Craigmont	Accredited	6/30/2020	7/1/1960
Highland Senior High School	Pocatello/Chubbuck District #25	High School	Pocatello	Accredited	6/30/2021	7/1/1963
Hillcrest High School	Bonneville Joint District	High School	Ammon	Accredited	6/30/2021	7/1/1993
Hillside Junior High School	Boise Independent District	Middle School	Boise	Accredited	6/30/2017	7/1/2007
Homedale High School	Homedale Joint District	High School	Homedale	Accredited	6/30/2020	7/1/1941
Hope Christian Academy		High School	Marsing	Accredited	6/30/2018	7/1/1992
Horseshoe Bend High School	Horseshoe Bend School District	High School	Horseshoe Bend	Accredited Under Review	6/30/2020	7/1/2000

**CONSENT AGENDA  
OCTOBER 20, 2016**

ICON (Idaho Connects Online School)		Digital Learning	Nampa	Accredited	6/30/2018	7/1/2009
Idaho Arts Charter School	Nampa School District	High School	Nampa	Accredited	6/30/2021	7/1/2007
Idaho City Middle/High School	Basin School District	High School	Idaho City	Accredited	6/30/2019	7/1/2000
Idaho Connects Online (Alt)		Digital Learning	Nampa	Accredited Under Review	6/30/2021	
Idaho Digital Learning Academy		Digital Learning	Boise	Accredited	6/30/2020	7/1/2002
Idaho Distance Education Academy	Whitepine Jt School District	Digital Learning	Deary	Accredited	6/30/2020	7/1/2007
Idaho Falls High School	Idaho Falls School District 91	High School	Idaho Falls	Accredited	6/30/2020	7/1/1920
Idaho Fine Arts Academy		High School	Eagle	Accredited	6/30/2018	7/1/2007
Idaho School for the Deaf and Blind		Unit School	Gooding	Accredited	6/30/2018	7/1/1994
Idaho Science and Technology Charter School		Middle School	Blackfoot	Accredited	6/30/2021	
Idaho Technical Career Academy		Digital Learning	Meridian	Accredited	6/30/2021	
Idaho Virtual Academy	K12, Inc.	Digital Learning	Meridian	Accredited	6/30/2019	7/1/2005
Idaho Vision High School	K12, Inc.	Digital Learning	Meridian	Accredited	6/30/2020	6/25/2015
Idaho Youth Challenge Academy	Orofino Joint School District #171	Tutoring	Pierce	Accredited	6/30/2020	6/25/2015
Independence High School	Blackfoot District	High School	Blackfoot	Accredited	6/30/2020	7/1/2004
Initial Point High School	Kuna Joint District	High School	Kuna	Accredited	6/30/2018	7/1/2009
Innercept Academy		High School	Coeur d'Alene	Accredited Under Review	6/30/2019	7/1/2006
INSPIRE, The Idaho Connections Academy	Connections Education	Digital Learning	Boise	Accredited	6/30/2017	7/1/2006
iSucceed Virtual High School		Digital Learning	Boise	Accredited Probation	6/30/2018	7/1/2008
J. Russell Elementary	Moscow School District	Elementary	Moscow	Accredited	6/30/2020	7/1/2002
Jefferson High School	Jefferson County Jt District	High School	Menan	Accredited	6/30/2020	7/1/2003
Jenifer Junior High School	Lewiston Independent School District	NMiddle School	Lewiston	Accredited	6/30/2018	7/1/1989
Jerome High School	Jerome Joint District	High School	Jerome	Accredited	6/30/2020	7/1/1924
Juniper Hills - Nampa		Adjudicated Students	Nampa	Accredited	6/30/2020	7/1/2006
Juniper Hills High School-St. Anthony		Adjudicated Students	St. Anthony	Accredited	6/30/2020	7/1/1984
Juniper Hills School - Lewiston		Adjudicated Students	Lewiston	Accredited	6/30/2020	7/1/2007
Kamiah High School	Kamiah Joint District	High School	Kamiah	Accredited	6/30/2021	7/1/1941
Kellogg High School	Kellogg Joint District	High School	Kellogg	Accredited	6/30/2020	7/1/1920
Kendrick Jr/Sr High School	Kendrick Joint School District	High School	Kendrick	Accredited	6/30/2019	7/1/1997
Kimberly High School	Kimberly District	High School	Kimberly	Accredited	6/30/2021	7/1/1934
Kootenai Bridge Academy		High School	Coeur D Alene	Accredited	6/30/2018	7/1/2009
Kootenai Jr Sr High School	Kootenai District	High School	Harrison	Accredited	6/30/2019	7/1/1985
Kuna High School	Kuna Joint District	High School	Kuna	Accredited	6/30/2020	7/1/1934
Lake City High School	Coeur D Alene District	High School	Coeur d'Alene	Accredited	6/30/2017	7/1/1994
Lake Pend Oreille High School	Lake Pend Oreille District	High School	Sandpoint	Accredited	6/30/2020	6/18/2012

**CONSENT AGENDA  
OCTOBER 20, 2016**

Lakeland High School	Lakeland School District	High School	Rathdrum	Accredited	6/30/2021	7/1/1939
Lakeside Jr. Sr. High School	Plummer-worley Joint District	High School	Plummer	Accredited	6/30/2017	7/1/1928
Lapwai High School	Lapwai School District	High School	Lapwai	Accredited	6/30/2021	7/1/1934
Leadore School	South Lemhi District	Unit School	Leadore	Accredited	6/30/2021	7/1/2007
Legacy Charter School		Elementary	Nampa	Accredited	6/30/2019	6/18/2012
Lena Whitmore Elementary	Moscow School District	Elementary	Moscow	Accredited	6/30/2020	7/1/2002
Les Bois Jr. High	Boise Independent District	Middle School	Boise	Accredited	6/30/2017	7/1/2007
Lewiston High School	Lewiston Independent School District	NHigh School	Lewiston	Accredited	6/30/2018	7/1/1920
Liberty Charter School		Unit School	Nampa	Accredited	6/30/2017	7/1/2002
Lighthouse Christian School		High School	Twin Falls	Accredited	6/30/2018	7/1/2006
Lincoln High School	Bonneville Joint District	High School	Idaho Falls	Accredited	6/30/2021	7/1/2003
Mackay Junior Senior High School	Mackay Joint District	High School	Mackay	Accredited	6/30/2020	7/1/2007
Madison High School	Madison School District #321	High School	Rexburg	Accredited	6/30/2020	7/1/1934
Madison Junior High School	Madison School District #321	Middle School	Rexburg	Accredited	6/30/2017	7/1/2008
Magic Valley High School	Twin Falls School District	High School	Twin Falls	Accredited	6/30/2019	7/1/2003
Malad High School	Oneida County District	High School	Malad	Accredited	6/30/2019	7/1/1936
Marsh Valley High School	Marsh Valley Joint District	High School	Arimo	Accredited	6/30/2020	7/1/1934
Marsing High School	Marsing Joint District	High School	Marsing	Accredited	6/30/2020	7/1/1970
McCall-Donnelly High School	McCall-Donnelly School District	High School	McCall	Accredited	6/30/2020	7/1/1946
Meadows Valley School	Meadows Valley District	Unit School	New Meadows	Accredited	6/30/2018	7/1/1973
Melba High School	Melba Joint District	High School	Melba	Accredited	6/30/2021	7/1/1941
Meridian Academy High School	West Ada School District	High School	Meridian	Accredited	6/30/2020	7/1/2003
Meridian Medical Arts Charter High School	West Ada School District	High School	Meridian	Accredited	6/30/2020	7/1/2005
Meridian Senior High School	West Ada School District	High School	Meridian	Accredited	6/30/2017	7/1/1934
Meridian Technical Charter High School	West Ada School District	High School	Meridian	Accredited	6/30/2017	7/1/2000
Middleton High School	Middleton District	High School	Middleton	Accredited	6/30/2020	7/1/1967
Middleton Middle School	Middleton District	Middle School	Middleton	Accredited	6/30/2020	7/1/2007
Midvale School	Midvale District	Unit School	Midvale	Accredited	6/30/2020	7/1/1945
Minico High School	Minidoka County Joint District	High School	Rupert	Accredited	6/30/2019	7/1/1929
Montessori Academy	Nobel Learning Communities, Inc.	Elementary	Eagle	Accredited	6/30/2017	
Moscow High School	Moscow School District	High School	Moscow	Accredited	6/30/2020	7/1/1920
Moscow Middle School	Moscow School District	Middle School	Moscow	Accredited	6/30/2020	7/1/1974
Mountain Home High School	Mountain Home School District #193	High School	Mountain Home	Accredited	6/30/2020	7/1/1923
Mountain View Alternative High School	Lakeland School District	High School	Rathdrum	Accredited	6/30/2021	7/1/2007
Mountain View High School	West Ada School District	High School	Meridian	Accredited	6/30/2018	7/1/2005
Mt. Harrison Junior/Senior High School	Minidoka County Joint District	High School	Heyburn	Accredited	6/30/2017	7/1/2007
Mullan Junior Senior School	Mullan District	High School	Mullan	Accredited	6/30/2018	7/1/1922
Murtaugh Junior/Senior High School	Murtaugh Joint District	High School	Murtaugh	Accredited	6/30/2020	7/1/1958
Nampa Christian Schools, Inc.		Unit School	Nampa	Accredited	6/30/2018	7/1/1984

**CONSENT AGENDA  
OCTOBER 20, 2016**

Nampa High School	Nampa School District	High School	Nampa	Accredited	6/30/2021	7/1/1920
New Horizon High School	Pocatello/Chubbuck District #25	High School	Pocatello	Accredited	6/30/2021	7/1/2007
New Plymouth High School	New Plymouth District	High School	New Plymouth	Accredited	6/30/2019	7/1/1950
New Plymouth Middle School	New Plymouth District	Middle School	New Plymouth	Accredited	6/30/2019	7/1/1997
New Vision High School	Post Falls School District	High School	Post Falls	Accredited	6/30/2019	6/26/2014
Nezperce High School	Nezperce Joint District	High School	Nez Perce	Accredited	6/30/2018	7/1/1938
North Fremont High School	Fremont County Joint School District #	High School	Ashton	Accredited	6/30/2017	7/1/1931
North Gem Senior High School	North Gem District	High School	Bancroft	Accredited	6/30/2020	7/1/1942
North Idaho Christian School		Unit School	Hayden	Accredited	6/30/2020	6/25/2015
North Idaho Stem Charter Academy		Unit School	Rathdrum	Accredited	6/30/2020	6/25/2015
North Junior High School	Boise Independent District	Middle School	Boise	Accredited	6/30/2017	7/1/2007
North Star Charter School		Unit School	Eagle	Accredited	6/30/2020	7/1/2007
North Valley Academy		Unit School	Gooding	Accredited	6/30/2017	7/1/2008
Northwest Academy		High School	Naples	Accredited	6/30/2019	7/1/2005
Northwest Children's Home Education Center		Adjudicated Students	Lewiston	Accredited	6/30/2021	7/1/1981
Notus Jr/Sr High School	Notus District	High School	Notus	Accredited	6/30/2018	7/1/2002
Novitas Academy		High School	Emmett	Accredited Under Review	6/30/2021	
Oakley Jr/Sr High School	Cassia County Joint District No. 151	High School	Oakley	Accredited	6/30/2018	7/1/1948
Orofino High School	Orofino Joint School District #171	High School	Orofino	Accredited	6/30/2019	7/1/1934
Paradise Creek Regional High School	Moscow School District	High School	Moscow	Accredited	6/30/2020	7/1/2007
Parkcenter Montessori	Nobel Learning Communities, Inc.	Early Childhood	Boise	Accredited	6/30/2017	1/28/2016
Parma High School	Parma District	High School	Parma	Accredited	6/30/2021	7/1/1934
Payette High School	Payette Joint District	High School	Payette	Accredited	6/30/2017	7/1/1921
Payette River Regional Technical Academy		Career Technical	Emmett	Accredited	6/30/2019	7/1/2009
Pocatello High School	Pocatello/Chubbuck District #25	High School	Pocatello	Accredited	6/30/2018	7/1/1918
Post Falls High School	Post Falls School District	High School	Post Falls	Accredited	6/30/2021	7/1/1934
Potlatch Jr/Sr High School	Potlatch District	High School	Potlatch	Accredited	6/30/2017	7/1/1934
Prairie High School	Cottonwood Joint District	High School	Cottonwood	Accredited	6/30/2018	7/1/1934
Preston High School	Preston School District #201	High School	Preston	Accredited	6/30/2018	7/1/1935
Priest River-Lamanna High School	West Bonner County District	High School	Priest River	Accredited	6/30/2017	7/1/1942
Project PATCH School		High School	Garden Valley	Accredited Under Review	6/30/2019	7/1/2003
Raft River Jr/Sr High School	Cassia County Joint District No. 151	High School	Malta	Accredited	6/30/2018	7/1/1960
Rebound School of Opportunity	West Ada School District	High School	Meridian	Accredited	6/30/2021	
Renaissance High School	West Ada School District	High School	Meridian	Accredited	6/30/2018	7/1/2010
Richard McKenna Charter High School		Digital Learning	Mountain Home	Accredited	6/30/2018	7/1/2000
Richfield School	Richfield District	Unit School	Richfield	Accredited	6/30/2020	7/1/1988

**CONSENT AGENDA  
OCTOBER 20, 2016**

Rigby High School	Jefferson County Jt District	High School	Rigby	Accredited	6/30/2019	7/1/1937
Rimrock Junior/Senior High School	Bruneau-Grand View Joint District	High School	Bruneau	Accredited	6/30/2020	7/1/1980
Ririe Jr/Sr High School	Ririe Joint School District #252	High School	Ririe	Accredited	6/30/2021	7/1/1945
Riverglen Junior High	Boise Independent District	Middle School	Boise	Accredited	6/30/2017	7/1/2007
Rivervue Academy	Vallivue School District	High School	Caldwell	Accredited	6/30/2018	6/22/2013
Robert Janss School		Adjudicated Students	Boise	Accredited	6/30/2017	7/1/1984
Rockland Public School	Rockland District	Unit School	Rockland	Accredited	6/30/2017	7/1/2007
Rocky Mountain High School	West Ada School District	High School	Meridian	Accredited	6/30/2017	7/1/2008
Rocky Mountain Middle School	Bonneville Joint District	Middle School	Idaho Falls	Accredited	6/30/2018	7/1/2003
Sacajawea Junior High School	Lewiston Independent School District	NMiddle School	Lewiston	Accredited	6/30/2018	7/1/1989
Sage International School of Boise		High School	Boise	Accredited	6/30/2018	6/22/2013
Saint Joseph Seminary		High School	Rathdrum	Accredited	6/30/2018	7/1/2009
Salmon Jr.-Sr. High School	Salmon District	High School	Salmon	Accredited Under Review	6/30/2021	7/1/1931
Salmon River High School	Salmon River Joint School Dist	High School	Riggins	Accredited	6/30/2021	7/1/2007
Sandcreek Middle School	Bonneville Joint District	Middle School	Ammon	Accredited	6/30/2019	7/1/2002
Sandpoint High School	Lake Pend Oreille District	High School	Sandpoint	Accredited	6/30/2019	7/1/1918
SEI Tec Southeastern Idaho		Career Technical	Preston	Accredited	6/30/2018	
Sequel Three Springs		Adjudicated Students	Mountain Home	Accredited	6/30/2017	7/1/2002
Shelley High School	Shelley Joint District	High School	Shelley	Accredited	6/30/2019	7/1/1935
Sheridan Academy		High School	Meridian	Accredited Under Review	6/30/2021	7/1/1997
Shoshone Bannock Schools		High School	Fort Hall	Accredited	6/30/2019	7/1/1984
Shoshone High School	Shoshone Joint District	High School	Shoshone	Accredited	6/30/2018	7/1/1929
Silver Creek High School	Blaine County District	High School	Hailey	Accredited	6/30/2018	7/1/2010
Skyline High School	Idaho Falls School District 91	High School	Idaho Falls	Accredited	6/30/2020	7/1/1966
Skyview High School	Nampa School District	High School	Nampa	Accredited	6/30/2021	7/1/1997
Snake River High School	Snake River District	High School	Blackfoot	Accredited	6/30/2020	7/1/1934
Soda Springs High School	Soda Springs Joint District	High School	Soda Springs	Accredited	6/30/2018	7/1/1933
South Fremont High School	Fremont County Joint School District	High School	St. Anthony	Accredited	6/30/2017	7/1/1928
South Junior High School	Boise Independent District	Middle School	Boise	Accredited	6/30/2017	7/1/2007
St. Maries High School	St Maries Joint District	High School	St Maries	Accredited	6/30/2019	7/1/1921
Sugar-Salem High School	Sugar-Salem District #22	High School	Sugar City	Accredited	6/30/2018	7/1/1936
Sugar-Salem Junior High School	Sugar-Salem District #22	Middle School	Sugar City	Accredited	6/30/2019	6/26/2014
Summit Academy		Unit School	Cottonwood	Accredited Under Review	6/30/2021	7/1/2007
Tammany Alternative Center	Lewiston Independent School District	NHigh School	Lewiston	Accredited	6/30/2018	6/25/2015
Taylor's Crossing Public Charter School		Unit School	Idaho Falls	Accredited	6/30/2017	7/1/2007

**CONSENT AGENDA  
OCTOBER 20, 2016**

Technical Careers High School	Bonneville Joint District	Career Technical	Idaho Falls	Accredited	6/30/2019	6/26/2014
Teton High School	Teton County District	High School	Driggs	Accredited	6/30/2019	7/1/1997
Teton Middle School	Teton County District	Middle School	Driggs	Accredited	6/30/2019	7/1/1997
The Learning Academy of Teton Valley, Inc.		Unit School	Driggs	Accredited	6/30/2021	7/1/2007
The North Fork School		Supplementary Schoo	McCall	Accredited	6/30/2020	7/1/2001
The Patriot Center		Adjudicated Students	Emmett	Accredited Under Review	6/30/2020	7/1/2005
Thomas Jefferson Charter School		Unit School	Caldwell	Accredited	6/30/2018	7/1/2007
Timberlake Senior High School	Lakeland School District	High School	Spirit Lake	Accredited	6/30/2021	7/1/1998
Timberline High School	Boise Independent District	High School	Boise	Accredited	6/30/2018	7/1/1998
Timberline High School	Orofino Joint School District #171	High School	Weippe	Accredited	6/30/2019	7/1/1970
Troy School	Troy School District	Unit School	Troy	Accredited	6/30/2020	7/1/1934
Twin Falls Christian Academy		High School	Twin Falls	Accredited	6/30/2021	
Twin Falls High School	Twin Falls School District	High School	Twin Falls	Accredited	6/30/2021	7/1/1918
Union High School	Nampa School District	High School	Nampa	Accredited	6/30/2017	7/1/2007
Upper Carmen Public Charter School		Unit School	Carmen	Accredited	6/30/2018	7/1/2010
Valley High School	Valley District	High School	Hazelton	Accredited	6/30/2020	7/1/1928
Vallivue Academy	Vallivue School District	High School	Caldwell	Accredited	6/30/2018	7/1/2008
Vallivue High School	Vallivue School District	High School	Caldwell	Accredited	6/30/2018	7/1/1963
Venture High School	Coeur D Alene District	High School	Coeur d'Alene	Accredited	6/30/2017	7/1/2007
Victory Charter School		Unit School	Nampa	Accredited	6/30/2017	7/1/2008
Vision Charter School	Vision Charter School	High School	Caldwell	Accredited	6/30/2018	7/1/2010
Wallace Jr./Sr. High School	Wallace School District #393	High School	Wallace	Accredited	6/30/2018	7/1/1920
Watersprings School		High School	Idaho Falls	Accredited	6/30/2020	7/1/2010
Weiser High School	Weiser School District	High School	Weiser	Accredited	6/30/2018	7/1/1920
Wendell High School	Wendell District	High School	Wendell	Accredited	6/30/2019	7/1/1934
West Jefferson High School	West Jefferson District	High School	Terreton	Accredited	6/30/2020	7/1/1967
West Junior High School	Boise Independent District	Middle School	Boise	Accredited	6/30/2017	7/1/2007
West Park Elementary School	Moscow School District	Elementary	Moscow	Accredited	6/30/2020	7/1/2002
West Side High School	West Side Joint District	High School	Dayton	Accredited	6/30/2019	7/1/1968
Wilder Schools	Wilder District	Unit School	Wilder	Accredited	6/30/2019	7/1/1939
Wood River High School	Blaine County District	High School	Hailey	Accredited	6/30/2020	7/1/1941
Xavier Charter School		Unit School	Twin Falls	Accredited	6/30/2018	7/1/2008
<b>NWAC/ADVANC-ED PARTNER SCHOOLS</b>						
Beacon Christian School	PRIVATE-Seventh Day Adventist	Elementary	Lewiston	Accredited	6/30/2017	
Bishop Kelly High School	PRIVATE-Roman Catholic Diocese of Bo	High School	Boise	Accredited	6/30/2017	
Boise Valley Adventist School	PRIVATE-Seventh Day Adventist	Elementary	Boise	Accredited	6/30/2019	
Caldwell Adventist Elementary School	PRIVATE-Seventh Day Adventist	Elementary	Caldwell	Accredited	6/30/2021	

**CONSENT AGENDA  
OCTOBER 20, 2016**

Cornerstone Christian School (Adventist)	PRIVATE-Seventh Day Adventist	Elementary	Bonnors Ferry	Accredited	6/30/2020	
Desert View Christian School	PRIVATE-Seventh Day Adventist	Elementary	Mountain Home	Accredited	6/30/2017	
Eagle Adventist Christian School	PRIVATE-Seventh Day Adventist	Elementary	Eagle	Accredited	6/30/2017	
Gem State Adventist Academy	PRIVATE-Seventh Day Adventist	High School	Caldwell	Accredited	6/30/2016	
Grace Lutheran School	PRIVATE-Parochial	Elementary	Pocatello	Accredited	6/30/2020	10/29/2015
Hilltop SDA School	PRIVATE-Seventh Day Adventist	Elementary	Twin Falls	Accredited	6/30/2017	
Hope Lutheran School	PRIVATE-Lutheran	Elementary	Idaho Falls	Accredited	6/30/2016	
Lake City Junior Academy	PRIVATE-Seventh Day Adventist	Middle School	Coeur d'Alene	Accredited	6/30/2021	
Palouse Hills Adventist School	PRIVATE-Seventh Day Adventist	Elementary	Moscow	Accredited	6/30/2016	
Pend Oreille Valley Adventist School	PRIVATE-Seventh Day Adventist	Elementary	Oldtown	Accredited	6/30/2020	
Riverstone International School	PRIVATE-NW Association of Independe	Unit School	Boise	Accredited	6/30/2021	
Saint Maries Christian School	PRIVATE-Seventh Day Adventist	Elementary	St. Maries	Accredited	6/30/2021	
Salmon Adventist Elementary School	PRIVATE-Seventh Day Adventist	Elementary	Salmon	Accredited	6/30/2017	
Treasure Valley SDA School	PRIVATE-Seventh Day Adventist	Elementary	Payette	Accredited	6/30/2017	
<b>ACCREDITED SCHOOLS BY CATEGORY</b>	<b>PUBLIC/CHARTER</b>	<b>PRIVATE OR AGENCY</b>	<b>TOTAL</b>			
High School/Career Technical	166	17	183			
Middle School	20	1	21			
Elementary School	6	21	27			
Unit (K-12) School	28	10	38			
Digital Schools	12		12			
Supplementary School		2	2			
Special Purpose School (Adjudicated, Early Childhood	1	9	10			
		1	1			
<b>TOTAL</b>	<b>233</b>	<b>61</b>	<b>294</b>			
IN ADDITION:						
There are 29 additional schools scheduled for accreditation in early 2016-17; primarily elementary and middle schools in the public systems (Districts).						



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**AdvancED Accreditation Policies and Procedures**

**for AdvancED Accreditation**

**Updated June 25, 2015**

The AdvancED Accreditation Policies and Procedures outlined in this document represent the unified policies and procedures for accreditation from AdvancED and its Accreditation Divisions: North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC) and Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), herein collectively referred to as AdvancED.

These policies and procedures apply to all schools/school systems seeking AdvancED Accreditation.

For the purposes of these policies, the term school system includes school districts, systems of schools, corporations and Education Service Agencies.

**POLICY I: ACCREDITATION**

**1.01 Accreditation.** In order to earn and/or maintain AdvancED Accreditation, a school or school system must: 1) meet the Accreditation Standards, Policies and Procedures of AdvancED; 2) host an External Review Team at least once every five years; 3) engage in continuous improvement; 4) submit all required accreditation reports; and 5) pay all required accreditation fees. The revision and adoption of the Accreditation Policies and Procedures of AdvancED shall be the responsibility of the AdvancED Accreditation Commission with ratification from the AdvancED Board of Trustees.

**POLICY II: TERM AND REQUIREMENTS OF ACCREDITATION**

**2.01 Term.** A school/school system is accredited for a five year term, as long as the school/school system continues to satisfy the conditions for accreditation:

- a. The school/school system adheres to the AdvancED Accreditation Standards and Policies and authentically engages in the AdvancED process and procedures for continuous improvement to achieve results.
- b. Between twelve months and four weeks prior to the External Review the school/school system completes and submits the AdvancED Self Assessment and other documentation required for the External Review.
- c. The school/school system hosts an External Review at least once every five years.
- d. No later than two years following the External Review, the school/school system completes a progress report on the team's Improvement Priorities. (A school/school system placed on Accredited Under Review, if required, must submit more frequent progress reports.)
- e. The school/school system pays accreditation fees as required.

**CONSENT AGENDA  
OCTOBER 20, 2016**

**2.02 Additional Requirements.** In addition to satisfying the conditions outlined in 2.01, a school/school system must adhere to the following:

- a. **Compliance with Applicable Governmental Requirements.** The school/school system must comply with all applicable governmental requirements, including any requirements for governmental approval, recognition or accreditation. A school's/school system's loss of its governmental approval, recognition or accreditation may be grounds for an accreditation review and monitoring review that may result in a change in accreditation status in accordance with the procedures outlined in this document.
- b. **Non-discriminatory Admission of Students.** Schools and school systems accredited through AdvancED shall not discriminate on the basis of race, creed, color, sex, national or ethnic origin, age or disabilities or act unlawfully in the administration of their educational policies, scholarship, admission and loan programs.
- c. **Records Retention.** Schools/school systems are required to maintain and implement a records retention system that meets applicable government requirements for all operating, financial, personnel and student records. The records retention system applies to paper and electronic records, includes appropriate back-up systems, and details consistent processes for records destruction. Schools/school systems must identify processes for the ongoing access and maintenance of all relevant records in the event of school/system closure.
- d. **Institutional Integrity.** A school/school system is required to represent itself accurately in all aspects of the accreditation process. If a school/school system misrepresents itself, including accreditation status, to the public; has any condition that may be detrimental to the clientele of the school/school system; or falsely reports its compliance with the policies and Standards for accreditation; the school's/school system's accreditation can be dropped. If a school's/school system's accreditation is recommended to be dropped, the school/school system shall be afforded due process in consideration of such action.
- e. **Substantive Change.** A school/school system must report to AdvancED within sixty (60) days of occurrence any substantive change in the school/school system, which changes the scope and/or has an impact on the school's/school system's ability to meet the AdvancED Standards and Policies. The report of a substantive change must describe the change itself as well as detail the impact of the change on the quality of education in the school/school system. Substantive change areas include, but are not limited to, the following:
  - Consolidation or reorganization of the school
  - Mission and purpose of the institution
  - Governance structure of the school/school system including changing to a charter school/school system, being the subject of a state takeover or a change in ownership
  - Grade levels served by the school/school system
  - Staffing, including administrative and other non-teaching professional personnel

**CONSENT AGENDA  
OCTOBER 20, 2016**

- Available facilities, including upkeep and maintenance
- Level of funding
- School day or school year
- Establishment of an additional location geographically apart from the main campus
- Student population that causes program or staffing modification(s)
- Available programs, including fine arts, practical arts and student activities

School/school system failure to submit a substantive change may result in changes to the school's/school system's accreditation status and/or loss of accreditation.

- f. **Credits or Grade Placement.** An AdvancED school shall accept and classify transfer credits earned or grade placement from schools that are accredited by a recognized national, regional<sup>1</sup> or state accrediting agency without further validation based on the school's policies and procedures governing such offerings. The school's policies and procedures should be designed to ensure proper academic placement of the student.

A school may accept credits or grade placement from non-accredited schools when validated by one or more of the following procedures: a review of the student's academic record, an analysis of a sending school's curriculum, a review of a portfolio of student work or through an assessment of scholastic performance. The receiving school must maintain policy and procedures to govern the acceptance of credit or grade placement from non-accredited sources.

A school should provide prompt and accurate transcript services for students entering or leaving the school in accordance with local policy.

<sup>1</sup> Recognized regional accrediting agencies include the Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Accreditation Commission, and the Western Association of Schools and Colleges.

- 2.03 AdvancED Responsibilities.** AdvancED is responsible for ensuring school/school system adherence to the AdvancED Standards and Policies, conducting an External Review to every school/system at least once every five years, reviewing all school/school system reports, granting accreditation status for all schools/school systems, responding to complaints by and about schools/school systems, and maintaining accurate, complete and timely records.

- a. **Codes of Conduct.** In performing the responsibilities outlined above, all agents of AdvancED shall adhere to the AdvancED Code of Ethics, AdvancED Conflict of Interest Policy and AdvancED Confidentiality Statement including Family Educational Rights and Privacy Act (FERPA) Compliance.
- b. **Gifts.** Members of External Review Teams and other agents of AdvancED who provide services to schools/school systems are prohibited from accepting gifts, other than school/school system logo items of minimal value, from schools/school systems.

**CONSENT AGENDA  
OCTOBER 20, 2016**

- c. **Investigations.** In performing its duties, AdvancED may investigate an accredited school/school system on any matter related to possible violations of AdvancED Standards and Policies at any time. AdvancED shall use its judgment and discretion in determining if a complaint rises to a level justifying an investigation. Investigations will only be initiated when supported by substantial evidence and when they involve matters that could seriously hinder or disrupt the educational effectiveness of the institution and ability of the institution to meet the AdvancED Accreditation Standards or Policies. All investigations shall be conducted with proper attention to due process, and procedures shall be followed to protect the rights of all parties. The accreditation status of an accredited school/school system may be changed as deemed appropriate through the investigative process, and timelines set forth in Policy III may not necessarily apply to special investigations and subsequent monitoring reviews. When warranted by a change of status recommendation, the results of an investigation shall be reported to the appropriate AdvancED Council or AdvancED Accreditation Commission or successor board/commission for appropriate action.
- d. **Maintenance of and Public Access to School/System Records.** AdvancED maintains a record retention system that includes procedures for maintenance and access to school/school system records. AdvancED retains all school/school system final accreditation reports and official correspondence for a 10-year period, documenting two full terms of accreditation. AdvancED makes available for public access the school's/school system's accreditation status, school's/school system's term of accreditation, and school's/school system's date of initial accreditation. AdvancED reserves the right to make available for public access the school's/school system's Executive Summary, External Review Report, Accreditation Progress Report, and any special or interim accreditation reports.
- e. **Confidentiality Statement.** As part of the accreditation process, schools/school systems/education providers submit to AdvancED information considered to be of a proprietary and confidential nature. Other than granting a limited license to use said information for the purposes of providing accreditation and school improvement services to the school/school system/education provider, AdvancED recognizes that the submission of information does not transfer ownership of said property to AdvancED. AdvancED retains all rights, title and interest in the work product produced, including but not limited to supporting notes, analyses, interpretations and impressions compiled by agents of AdvancED as part of the accreditation and school improvement process. Any and all information provided to or collected by AdvancED as part of the accreditation process shall be safeguarded in a manner comparable to a standard of reasonable care exercised by other agencies engaged in accreditation and school improvement activities. AdvancED will maintain the documentation and evidence submitted by the school/school system/education provider in a password controlled, access restricted environment.

In addition, AdvancED, as well as all agents of AdvancED, will be required to adhere to the AdvancED Code of Ethics, AdvancED Conflict of Interest Policy and AdvancED Confidentiality Statement including Family Educational Rights and Privacy Act (FERPA) Compliance. If AdvancED is required by legal, judicial or administrative process to disclose information beyond the school/school system/education provider's Executive

**CONSENT AGENDA  
OCTOBER 20, 2016**

Summary, External Review Report, Accreditation Progress Report and any special or interim accreditation reports, AdvancED shall promptly notify the school/school system/education provider and allow the school/school system/education provider a time to oppose such process. Nothing contained herein shall obligate AdvancED to oppose such process and all cost incurred in opposing said process shall be the responsibility of the school/school system/education provider seeking protection.

Information shall not be deemed confidential or proprietary for purposes of this policy, if said information: (a) is already known to AdvancED at the time of disclosure; (b) is or becomes publicly known through no wrongful act of AdvancED or its agents; or (c) is disclosed by the actions of a non-restricted third party. Nothing contained herein shall interfere with the legal obligation of AdvancED to report instances of child abuse, sexual harassment or discrimination or any other affirmative reporting requirements under any applicable laws and/or governmental regulations.

**POLICY III: ACCREDITED AND NON-ACCREDITED STATUSES**

**3.01 Accredited Status.** There are two accreditation statuses that may be conferred on a school/school system as a result of an External Review. The accreditation status is based on the performance of a school/school system in areas related to the Accreditation Standards, Policies, Assurances, student performance results and stakeholder feedback. No provisions in Policy III prevent a school's/school system's accreditation status from being changed upon a different timeline established due to the findings of a special investigation and/or possible subsequent monitoring reviews.

- a. Accredited
- b. Accredited Under Review

**3.02 Non-accredited Status.** There are three non-accredited statuses that may be conferred on a school/school system.

- a. **Applicant.** The school/school system has submitted formal application for accreditation but has not yet hosted the Readiness Review. A school/school system may also be in the applicant category if it has submitted formal application, hosted the Readiness Review, and been found by the Readiness Review Team and AdvancED Operations Office to not have the capacity to meet the Standards required to earn accreditation. A school may remain an applicant for no more than two years. Permission to extend this time period may be granted by the AdvancED Operations Office. If the school/school system fails to achieve accredited status within the time period allotted, said school/school system must wait two years and begin the process anew.

An applicant school/school system may not project future or expected accreditation status. All applicant schools/school systems are not accredited until such status is officially granted. In any public announcements regarding the school's/school system's pursuit of accreditation, the applicant school/school system must avoid any implication that applicant status equates with accreditation or automatically leads to accreditation. AdvancED's Accreditation Divisions shall have full authority and discretion to deny

**CONSENT AGENDA  
OCTOBER 20, 2016**

accreditation status to any school/school system determined by AdvancED to be in violation of this policy. While an applicant, the school/school system pays full accreditation fees.

- b. **Candidate.** The school/school system has submitted formal application and has hosted the Readiness Review. The Readiness Review Team and AdvancED Operations Office find that the school/school system has the capacity to meet the Standards required to earn accreditation, but the school/school system has not yet hosted an External Review Team. A school/school system may remain in candidacy for no more than two years. This status may be extended upon approval by the AdvancED Operations Office. During candidacy, the school/school system pays full accreditation fees.

A candidate school/school system may not project future or expected accreditation status. All candidate schools/school systems are not accredited until such status is officially granted. In any public announcements regarding the school's/school system's pursuit of accreditation, the candidate school/school system must avoid any implication that candidacy status equates with accreditation or automatically leads to accreditation. AdvancED's Accreditation Divisions shall have full authority and discretion to deny accreditation status to any school/school system determined by AdvancED to be in violation of this policy.

- c. **Dropped.** The school/school system:
1. Does not meet the Standards or requirements of the accreditation process; or
  2. Finds it is no longer able to meet the AdvancED Standards and/or Accreditation Policies and notifies the respective AdvancED Operations Office that it wishes to have its accredited status dropped; or
  3. Has been Accredited Under Review and fails to make substantial progress on the Improvement Priorities within the timeframe established by AdvancED policies and procedures or review team recommendation; or
  4. Has been found by an investigative team to no longer adhere to the Standards and accreditation requirements or procedures (refer to section 6.04); fails to cooperate with any accreditation team investigation or request for information; or
  5. Fails to pay accreditation fees.

The dropped status is effective on the date set by the AdvancED Accreditation Commission. A school/school system that has been dropped from accreditation must remove all references to its accredited status from school/school system diplomas, certificates, websites, buildings, literature and the like.

A dropped school/school system may seek reinstatement within one year of receiving the dropped status. After one year, the dropped school/school system must reapply and follow the same procedures as new schools/school systems.

- 3.03 Ongoing Monitoring.** The accredited/non-accredited status of a school/school system is regularly monitored by AdvancED's Accreditation Divisions and Operations Offices and may be changed based on new or corrected information provided by the school/school

## CONSENT AGENDA OCTOBER 20, 2016

system, External Review Team Reports, reports from Special Reviews, complaints submitted or other sources.

- 3.04 Reinstatement.** Schools/school systems may request reinstatement of their accredited status with their original date of accreditation if they were dropped from accredited status in the prior year. The steps for reinstatement are as follows:
- a. School contacts the AdvancED Operations Office to obtain the Request for Reinstatement form.
  - b. School completes the Request for Reinstatement form and submits its current accreditation fees, which include annual fees and reinstatement fee, to the Finance Department.
  - c. The AdvancED Accreditation Division Office contacts the school to confirm receipt of the request and notifies the AdvancED Operations Office.
  - d. The AdvancED Accreditation Division Office includes the Request for Reinstatement form with its accreditation actions/recommendations for review by the appropriate AdvancED Council with final action by the AdvancED Accreditation Commission.

The school's accreditation term continues. The school is reinstated in its original accreditation term. The school must satisfy all requirements of the accreditation term in which it is being reinstated. A school that dropped in its fifth year of the accreditation term and reinstates must host an External Review upon reinstatement.

### POLICY IV: PROCEDURES FOR INITIAL ACCREDITATION

- 4.01 Overview.** Schools/school systems seeking initial accreditation must demonstrate that they meet the AdvancED Standards and Policies, have the capacity to support school/school system improvement, and are committed to growth in student learning and organizational effectiveness.
- 4.02 General Guidelines.** Following are general guidelines for all schools/school systems seeking initial accreditation:
- a. A school/school system must be in operation for at least two years with demonstrated financial stability before it may be accredited.
  - b. A school/school system must certify that it possesses the appropriate licenses to operate if licensing is required by local or state statutes.
  - c. A school/school system must host a readiness review within two years after applying or within the time period allotted by the AdvancED Operations Office.
  - d. A school/school system must host an External Review within two years after becoming a candidate or within the time period allotted by the AdvancED Operations Office.



**CONSENT AGENDA  
OCTOBER 20, 2016**

- e. A school/school system that does not host the Readiness Review or External Review within the prescribed time period must re-apply.

**4.03 Application Process.** The school/school system must complete and submit all required application materials, including application dues/fees.

The new school application fee applies to any new school that is making application as a single school. Schools that apply as part of a group of schools at the same time (such as two or more schools from a school system or diocese) pay one application fee for the full group. For example, a school system that wishes to submit applications for multiple schools pays only one application fee as long as all of the schools' applications are submitted at the same time.

**4.04 Readiness Review and Candidacy Status.** Upon receipt of completed application materials, the appropriate AdvancED Operations Office coordinates a readiness review to the school/school system. The purpose of the review is to:

- a. Determine if the school/school system has the capacity and integrity to meet and adhere to the AdvancED Standards and Policies.
- b. Determine if the school/school system has the capacity to support continuous school improvement.
- c. Make a determination if the school/school system should become a candidate for accreditation or remain as an applicant.

Upon achievement of candidate status, the school/school system completes the Self Assessment as well as other required documents and prepares for the External Review.

**4.05 External Review and Accreditation Recommendation.** The candidate school/school system hosts an External Review within two years of receiving candidacy status. The External Review Team makes an accreditation recommendation that is reviewed, along with other documentation, by the Operations Office, the AdvancED Council which grants the final accreditation status and the AdvancED Commission or successor board/commission which reviews and ratifies the final accreditation actions.

**4.06 Earning Accredited Status.** Upon achieving accredited status, the school/school system engages in the tasks required of all schools/school systems to maintain their accredited status.

**4.07 Remaining in Candidacy Status.** If accreditation is not conferred on the school/school system, the school/school system remains as a candidate for accreditation. To achieve accreditation, the school/school system must meet the requirements specified in the External Review Report within one year. It must submit documentation to its respective AdvancED Operations Office which will make an accreditation recommendation for review and approval by the appropriate governing authority. If the school/school system fails to meet the requirements specified in the External Review Report, its candidacy status will be removed.

**CONSENT AGENDA  
OCTOBER 20, 2016**

- 4.08 Schools from a School System that is District Accredited.** Schools applying for initial accreditation that are part of districts or systems that are district accredited use the following procedures.
- a. The school completes and submits an application for accreditation.
  - b. The school system certifies that the school meets AdvancED Accreditation Standards and is actively engaged in the school system's process for quality assurance.
  - c. Upon receiving the school system's certification, the AdvancED Operations Office makes an accreditation recommendation that is submitted for action to the appropriate AdvancED Council for the relevant jurisdiction with ratification by the AdvancED Accreditation Commission.
  - d. Upon earning accredited status, the school engages in the school system's approved plan for accreditation.
  - e. If the school is not recommended for accreditation, the school system must submit a plan for how it will address any noted deficiencies to ensure the school is ready for accreditation within a year.

**POLICY V: PROCEDURES FOR CONSOLIDATED, REORGANIZED, AND OTHER SCHOOLS**

- 5.01 Consolidated Schools.** With the concurrence of the AdvancED Council, a consolidated school may retain continuing accreditation provided that at least one of the schools involved in the consolidation is accredited by AdvancED at the time of the consolidation. There must be no break in accreditation. The school must submit written notification of consolidation to the appropriate AdvancED Operations Office. The AdvancED Operations Office will review the notification with the appropriate AdvancED Council for concurrence and submit appropriate forms/notification to the AdvancED Accreditation Division Office.
- 5.02 Reorganized Schools.** A new school or schools formed by reorganization of an accredited school may retain continuing accreditation with the concurrence of the appropriate AdvancED Council. The reorganized school must submit written notification of its reorganization to the appropriate AdvancED Operations Office. The AdvancED Operations Office will review the notification with the AdvancED Council and determine whether the reorganized school may continue its accreditation or be required to apply as a new school and follow the new school procedures.
- 5.03. Extension or Branch Campuses.** An extension or branch campus of a school can be accredited as part of the main campus provided the following conditions are met:
- a. The extension or branch campus is under the direct supervision of the administrative head of the main campus school.
  - b. The extension or branch campus serves students from the main campus (it does not serve students from more than one school).

**CONSENT AGENDA  
OCTOBER 20, 2016**

- c. The extension or branch campus provides a program of services that are a part of the total educational program (It does not duplicate services or programs.).
- d. The director or supervisor of the extension or branch campus reports directly to the administrative head of the main campus school.
- e. The extension or branch campus operates under the same state education agency school number as the main campus.

**5.04. Schools within a School.** Schools within a school are treated as separate schools and are required to comply with all AdvancED accreditation requirements if the state education agency has provided them with distinct school numbers. If the schools share the same state-provided school number, they may be treated as one school by AdvancED.

**POLICY VI: PROCEDURES REGARDING COMPLAINTS BY AND ABOUT ACCREDITED SCHOOLS/SCHOOL SYSTEMS**

**6.01 Written complaint.** Any complaints submitted by and about schools/school systems must be submitted in writing, both paper or electronic notices are acceptable. All complaints should include the following information to allow for proper review and if determined, in the sole discretion of AdvancED's Accreditation Divisions, appropriate investigation:

- a. The name, address, phone number and other pertinent contact information of the complainant.
- b. A description of the circumstances or events and any relevant documentation that support the complaint.
- c. A statement of relationship with the individual involved, if the complainant is not the aggrieved individual. Complaints concerning individual students will only be investigated or sent to the school if the complaint is made or authorized by a student of majority age or by an individual that has the legal authority and right to represent the student.
- d. The name, address and other contact information for the individual at the school/school system that has been contacted by the complainant to resolve the problem or situation.
- e. Permission for representatives of AdvancED to access any records concerning the complainant if such records are not available to the public.
- f. A statement of first-hand knowledge of the substance of the complaint, unless the complaint is supported by reliable documentation.

**6.02. Complaints Regarding Child Abuse, Sexual Harassment, or Discrimination.** Any complaint that identifies potential child abuse, sexual harassment or discrimination on the part of a student or staff member, shall be forwarded immediately to the appropriate agency authorized to investigate such complaints. Unsigned complaints concerning potential child

**CONSENT AGENDA  
OCTOBER 20, 2016**

abuse, sexual harassment or discrimination will be forwarded to the principal and the superintendent or other similar official in the school/school system's organization. Findings by the appropriate agency may result in action by AdvancED's governing board or its successor board/commission if the findings are made available to the governing board.

**6.03 Individual Grievances.** Isolated and individual grievances between a school/school system and person are not adjudicated. Complaints of that nature, documented and signed by the person initiating the complaint, will be forwarded to the school/school system. The school/school system shall respond to the complaint within 30 days. A copy of the complaint and the school/school system's response to it will be retained by the appropriate AdvancED Operations Office. If several individual complaints against a school suggest a particular violation or pattern of violations which might affect the school/school system's ability to meet AdvancED Standards or Policies, further investigation may be authorized and shall occur within a reasonable period of time.

**6.04 Investigation of Complaints.** Complaints that are determined by AdvancED to sufficiently identify potential violations of AdvancED Standards or Policies will be investigated. Said determination of whether sufficient grounds exist to begin an investigation is in the sole discretion of AdvancED.

- a. If the investigating body believes that a school's/school system's response to a complaint does not address the complaint or if a school/school system fails to address the complaint in a timely manner, the information about the complaint will be shared with the External Review Team scheduled for the next review of the school/school system or with representatives of a special investigation team being sent to the school/school system to conduct a special review into the complaint and empowered with the ability to make a recommendation as to the accreditation status of the school/school system. The Special Review Team is charged with investigating said complaint, as well as, investigating the possible violation of any other AdvancED Standards and Policies that may be discovered through a diligent and thorough investigation.
- b. The findings from an investigation of a complaint may result in changes to a school/school system's accreditation status. The AdvancED Councils, AdvancED Accreditation Commission and AdvancED Board of Trustees do not have civil authority to impose any order of settlement on a school/school system or its representatives. Complainants seeking a settlement, payment or compensation should pursue their concern through the channels offered by a State Department of Education or other legal authority having jurisdiction over the subject matter.

**POLICY VII: APPEAL PROCEDURES**

**7.01 Right to Appeal.** A school/school system has the right to appeal a decision made to place the school/system on Accredited Under Review or drop its accreditation. An accredited school/school system remains accredited until the final disposition of the appeal. The accreditation status of the school/school system does not change until all rights of appeal pursuant to the Policy are exhausted. The appellate process shall be carried out in a timely and expeditious manner to ensure protection of the public interest and the institution.

**CONSENT AGENDA  
OCTOBER 20, 2016**

- 7.02 Adverse Decision.** The AdvancED Accreditation Office shall, no later than fourteen (14) calendar days after the action is taken to place the school/system on Accredited Under Review or drop the accreditation, notify the school/school system in writing, delivered by overnight service or Certified Mail, Return Receipt Requested. The written notification shall specify the Standards and/or criteria not met. A copy of this Policy shall be provided to the school/school system along with a notice of the adverse decision. After the Council vote for an adverse decision and following ratification by the AdvancED Accreditation Commission, if no notice of intent to appeal is filed as provided in Section 7.04 below, the decision becomes final.
- 7.03 Grounds for Appeal.** The grounds on which an appeal may be taken are (a) departure by the Commission from the procedures established by written policy or agreement or by recognized custom which is of such significance as to affect materially the adverse decision; (b) the citing by the Commission of factually incorrect information as basis for its decision which is of such significance as to affect materially the Commission's adverse action; (c) bias, as evidenced by a demonstrable intent on the part of evaluators, the Commission or the Commission's professional staff to prejudice the evaluation or other review of the institution's status of accreditation, such bias being of such significance as to affect materially the Commission's adverse accrediting action; or (d) the adverse action is arbitrary and capricious.
- 7.04 Appeal Procedures.** A school/school system wishing to appeal shall do so in accordance with the procedures set forth below:
- a. The school/school system shall file its intent to appeal the accreditation decision to place the school/system on Accredited Under Review or drop the accreditation within ten (10) calendar days of receipt of the written notice of the decision for adverse action. See Section 7.03 for grounds for an appeal. A notice of an intent to appeal shall be filed only with the prior authorization of the governing board of the institution.
  - b. The notice of intent to appeal shall be submitted via overnight service or Certified Mail, Return Receipt Requested to the President/Chief Executive Officer of AdvancED. The notice of intent to appeal shall contain a statement of the ground(s) on which the appeal will be made but need not provide evidence in support of the appeal.
  - c. The school's/school system's written appeal shall be submitted within twenty (20) calendar days of filing notice of intent to appeal in person or by certified mail, return receipt requested, with President/Chief Executive Officer. The school's/school system's written appeal shall set forth the evidence and its argument as the basis for its appeal. Only evidence previously submitted to AdvancED may be included in the submission. New evidence will not be considered. At the time of filing the written appeal, the school/school system shall advise the President/Chief Executive Officer whether it will present oral arguments at the appeals hearing and, if so, with or without legal counsel. In the event the school/school system determines not to send representatives to the appeals hearing, then AdvancED shall likewise not send representatives to the hearing, and the Appeals Panel will be authorized to decide the appeal based on the written submissions of the parties. Within fifteen (15) calendar days following receipt of the written appeal, the Commission shall submit its response in

**CONSENT AGENDA  
OCTOBER 20, 2016**

writing to the President/Chief Executive Officer with a copy to the school/school system.

- d. The school/school system shall submit to the President/Chief Executive Officer a bond for costs of the appeal in the amount of twenty-five thousand dollars (\$25,000.00) that accompanies the notice of intent to appeal. After the costs of the appeal have been deducted from the amount of the bond, any unused portion of the bond shall be returned to the school/school system. If the costs of the appeal exceed the amount of the bond, the school/school system shall pay the additional costs to AdvancED.
- e. A Panel of three impartial evaluators shall be selected by the AdvancED President/Chief Executive Officer, and confirmed by the AdvancED Accreditation Commission, to hear the school/school system's appeal. The Panel shall be selected from a standing appeals body appointed by the AdvancED Accreditation Commission to serve for staggered three-year terms. The standing appeals body shall be comprised of educators who are knowledgeable about accreditation requirements but do not hold any other appointed, paid, or elected position with AdvancED. At least one member of the standing appeals body shall be a public member. If the school/school system has good cause to believe that any member of the standing appeals body should not hear the school's/school system's appeal, it shall notify the President/Chief Executive Officer in writing of the basis for its objection at the time it submits its written appeal. Objections to the composition of the Panel shall be heard and ruled upon by the Chair of the AdvancED Accreditation Commission in consultation with the President/Chief Executive Officer. The President/Chief Executive Officer will promptly notify the school/school system of the names of the members of the Appeals Panel and the date and place of the hearing. The President/Chief Executive office will transmit a copy of the school's/school system's appeal documents and the Commission's response to each member of the Appeals Panel in advance of its meeting.
- f. The Appeals Panel will meet within sixty (60) calendar days of receipt of the school/school system's intent to appeal. The school/school system shall not have the right to cross-examine individual agents of AdvancED staff. AdvancED may request that its legal counsel be present to advise the panel members. The school/school system may request that the appeal hearing be transcribed. No audio-taping or video-taping of the appeal is permitted. Evidence in support of the appeal shall be limited to that evidence presented to the Commission prior to making its adverse accrediting action except as hereinafter provided. The Appeals Panel shall consider evidence bearing only upon the grounds specified for the appeal. Additional written materials or evidence not presented to the Commission at the time of its original decision as a part of its review (or of its decision following a remand as provided below) may not be presented to the Appeals Panel. Other than at the appeals hearing, the Appeals Panel shall not meet with representatives of either the school/school system or the Commission.

The decision of the Appeals Panel shall be determined by majority vote. In the event of a tie vote, the appeal shall be deemed denied. The Appeals Panel shall meet in executive session to reach its decision following the close of hearing. Appeals hearings shall not be conducted as if they were judicial proceedings. Rules of evidence, pre-hearing discovery, the right to subpoena witnesses, and the right to cross examine witnesses shall not be

**CONSENT AGENDA  
OCTOBER 20, 2016**

permitted, provided however, members of the Appeals Panel may ask questions of the schools/school systems and the Commission's representatives present at a hearing. The school/school system appealing an adverse accrediting action shall bear the burden of proof and may be represented by legal counsel at the hearing to present or assist in the presentation of the school's/school system's appeal. The Commission may be represented by legal counsel at the hearing. The chairperson of the Appeals Panel may limit the presentations of the school/school system and the Commission to one half hour each, provided however, the time for presentations and questioning may be extended to either or both parties as determined in the sole discretion of the chairperson. The order of presentation shall be first, the school/school system and second, the Commission. Within the sole discretion of the chairperson as to time and scope, the Appeals Panel may permit the school/school system to present final comments and/or arguments following the Commission's presentation. Nothing herein shall be deemed to require either the school/school system or the Commission to make any oral presentation at the Appeals Panel hearing and the failure to do so shall have no bearing or relevance in reaching a decision by the Appeals Panel. The Appeals Panel decision shall contain the Panel's ruling together with the reasons therefore as well as any additional information deemed pertinent by the Panel and shall be the only written decision of the Panel.

The Appeals Panel decision shall be filed by the Appeals Panel with the President/Chief Executive Officer on or before the tenth (10th) calendar day following the close of the hearing. The Appeals Panel shall have the authority to affirm, amend, reverse or remand the Adverse Action and will direct the Commission to implement the decision in a manner consistent with the Appeals Panel's decisions or instructions. In a decision to remand the adverse action to the Commission for further consideration, the Appeals Panel must identify specific issues that the Commission must address. The Appeals Panel shall inform the school/school system and the AdvancED Accreditation Commission of its decision within seven (7) calendar days of filing its decision with the President/Chief Executive Officer.

- g. All expenses of the appeal, including all expenses of the members of the Appeals Panel, are to be borne fully by the school/school system submitting the appeal.
- h. The Appeals Panel can either uphold the decision of the AdvancED Accreditation Commission or remand the decision to the AdvancED Accreditation Commission for reconsideration. If the Appeals Panel upholds the decision of the AdvancED Accreditation Commission, the action is final.
- i. If the Appeals Panel remands the decision to the AdvancED Accreditation Commission for further consideration and the Commission adheres to its original decision, the matter shall be considered final.

**CONSENT AGENDA  
OCTOBER 20, 2016**

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**SUBJECT**

Cassia County School District #151, Albion Elementary School - Hardship Elementary School Annual Report

**REFERENCE**

October 1999	Board approved the request by Cassia County School District #151 for Albion Elementary School to be designated as a hardship elementary school with the addition that the designation exists for one year.
October 2000 – 2011	Board received Albion Elementary School annual hardship report. No action was taken.
June 2015	Board received Albion Elementary School annual hardship report. No action was taken.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1003(2)(b), Idaho Code

**BACKGROUND/DISCUSSION**

At the October 1999 meeting, the Board approved the request by Cassia County School District #151 for Albion Elementary School to be designated as a hardship elementary school and required an annual report. The 2000 Legislature amended Section 33-1003(2)(b), Idaho Code, by adding, "An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education." Therefore, no action is required unless the Board chooses to rescind the hardship status. Conditions supporting the October 1999 decision to approve the Albion Elementary School as a hardship elementary school have not changed.

**IMPACT**

Cassia County School District #151 would have received \$107,000 less in FY2016 if Albion Elementary School was not considered a separate school.

**ATTACHMENTS**

Attachment 1 – Letter from Gaylen Smyer to Sherri Ybarra (4/4/2016) Page 3  
Attachment 2 – Letter from Jerry Doggett to Marilyn Howard (9/29/1999) Page 5

**BOARD ACTION**

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



**CONSENT AGENDA  
OCTOBER 20, 2016**

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## CASSIA JOINT SCHOOL DISTRICT 151

3650 OVERLAND • BURLEY, ID 83318-2444 • (208) 878-6600 • FAX (208) 878-4231

Ryan Cranney  
*Board Chairman*

Heber Loughmiller  
*Vice Chairman*

Linda Petersen  
*Board Member*

Kathryn Millar  
*Board Member*

Jeff Rasmussen  
*Board Member*

Dr. Gaylen Smyer  
*Superintendent*

Chris James  
*Fiscal Manager*

04 April 2016

Ms. Sherri Ybarra  
Superintendent of Public Instruction  
PO BOX 83720  
Boise, Idaho 83720-0027

Dear Superintendent Ybarra:

In the October, 1999 meeting of the State Board of Education it was noted that Albion Elementary School was granted a *hardship* status by the Board. As noted in the minutes of the State Board of Education this status was granted one year at a time. It was also identified that the State Superintendent be the person responsible to present this request annually to the Board through the SBOE agenda.

Please accept this letter from Cassia Joint School District #151 as a request for hardship status for Albion Elementary (School Number 111) for the 2016-2017 school year. The approval conditions granted by the State Board of Education at the time of the initial granting have not changed.

Thank you, and the State Board of Education, for your support of the children of Cassia County and Idaho. Please contact me if you need further information.

Sincerely,

Gaylen Smyer, Ph.D.  
Superintendent

PC: Tim Hill

**CONSENT AGENDA  
OCTOBER 20, 2016**

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## CASSIA COUNTY SCHOOL DISTRICT 151

O. GERALD DOGGETT, SUPERINTENDENT  
237 EAST 19TH STREET • BURLEY, ID 83318-2444 • (208) 678-6600 • FAX (208) 678-4231

September 29, 1999

Dr. Marilyn Howard  
State Superintendent  
State Department of Education  
P. O. Box 83720  
Boise, Idaho 83720-0027

Dear Dr. Howard:

The Cassia County School District 151 is respectfully requesting the Albion Elementary School be designated a Hardship Elementary School Status under Idaho Code 33-1003, 2.b., special applications of educational support program.

In addition, Idaho Code 33-1001 states that: Upon application of the Board of Trustees of a school district, the State Board of Education is empowered to determine that a given elementary school not otherwise qualifying, are entitled to be counted as a separate elementary school... When in the discretion of the State Board of Education, special conditions exist warranting the retention of the school as a separate attendance unit and the retention results in a substantial increase in cost per pupil in average daily attendance of the district's elementary grade school pupils (33-1003, 2b., Idaho Code).

The Cassia County School District believes Albion Elementary School meets the criteria of a "hardship elementary school" for the following reason:

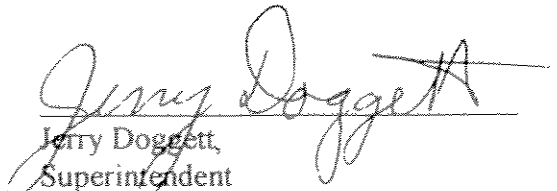
1. *"not otherwise qualifying"*:
  - a. Albion Elementary School does not meet the 10 mile standard required for designation as a "separate elementary school". However the 10 mile standard is substantially met (9.2 miles) and hazardous conditions on the "all-weather highway" are frequently encountered on a two mile mountain pass section of road involving a five percent (5%) grade, ice, blowing snow and a precipitous ravine immediately adjacent to the west side of the road. Severe winter weather conditions from the foot of the Albion grade into the Albion valley are frequently magnified by strong westerly winds resulting from mountain wave activity. These mountain waves are reinforced winds produced by winds moving across the Snake River Plain and over the Albion Mountain foothills. The foothills are oriented approximately perpendicular to winter prevailing winds.

**CONSENT AGENDA  
OCTOBER 20, 2016**

- b. A request for “hardship elementary school” status based on age (grades K – 5), health or safety of Albion elementary students transiting the Albion grade is not unlike the rationale for legislative guidance in 33-1501, Idaho Code, which provides public school boards of trustees with the authority to waive the minimum 1.5 mile distance for bussing students based on considerations of “age or health or safety of the pupil.”
2. *“special conditions...warranting retention..”*
- a. Historically (since 1973) Albion has been designated as a remote elementary school. Along that line of thought and planning by the District the Albion community has been built around their school. The citizens don’t understand ADA, hardship designation, or Idaho Code. All they know is in that tiny, isolated mountain-top community, the closing of their school isn’t just an end to educating their kids in their community, it is an end to a way of life. We hasten to point out that the District is not requesting additional funding, only to reinstate the funding which the State Board approved in 1973. Although 26 years have passed the same conditions still exist.
3. *“...substantial increase in cost per pupil...”*
- b. In a comparative study between two elementary schools in Burley the annual cost of an FTE student in approximately \$2,638. In Albion Elementary that same cost is \$4,348. This does not include bussing nor maintenance which is a very nebulous and always changing dollar amount. Included in this average is salaries, benefits, utilities, equipment, supplies and text books. In addition, each time a utility company, such as telephone or electric or heating has to make a trip the expense is greater....in addition to our own maintenance crews.
  - c. If the Albion Elementary loses its special funding designation ( which it had since 1973) the Cassia Co. School District will lose \$88,000 per year (as per the State Department of Education finance department).

We thank you for your consideration.

Sincerely,

  
Jerry Doggett,  
Superintendent

OJD:kp

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 20, 2016**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>LEWIS-CLARK STATE COLLEGE ANNUAL PROGRESS REPORT</b>	Information Item
2	<b>IDAHO DIVISION OF VOCATIONAL REHABILITATION ANNUAL PROGRESS REPORT</b>	Information Item
3	<b>STEM ACTION CENTER UPDATE</b>	Information Item
4	<b>IDAHO DEPARTMENT OF LABOR – WORKFORCE PROJECTIONS REPORT</b>	Information Item
5	<b>WORKFORCE DEVELOPMENT COUNCIL – ANNUAL REPORT</b>	Information Item
6	<b>BOARD POLICY – I.E., EXECUTIVE OFFICERS – SECOND READING</b>	Motion to Approve
7	<b>TEMPORARY RULE – IDAPA 08.02.01 – DATA COLLECTION</b>	Motion to Approve
8	<b>QUALITY EDUCATOR PROGRAM INDICATORS</b>	Information Item

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 20, 2016**

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**LEWIS-CLARK STATE COLLEGE**

**SUBJECT**

Lewis-Clark State College Annual Report.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3 & 4.

**BACKGROUND/DISCUSSION**

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

**IMPACT**

Lewis-Clark State College's strategic plan drives the College's planning, programming, budgeting, and assessment cycles and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

**ATTACHMENTS**

Attachment 1 – Annual Report

Page 3

**BOARD ACTION**

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



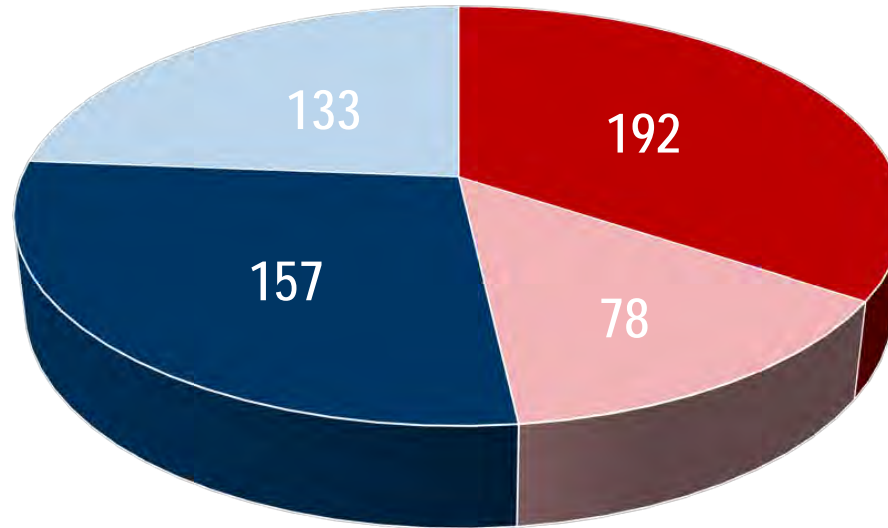
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LEWIS-CLARK STATE  
— COLLEGE —

Progress Report to the  
Idaho State Board of Education

# Faculty and Staff



- Faculty
- Adjunct
- Professional
- Classified

# Excellence in Teaching and Learning

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- CEC increases a high-priority, basic requirement
- Line item requests for health career education expansion and advising and career readiness
- Enrollment growth strategies
- Private fundraising for scholarships and faculty support
- Prioritization enhancements: new and modernized academic and professional-technical programs
- Student investment through capital projects

# Optimize Enrollment/Promote Student Success

- Spring 2016: All-time record of 795 Graduates and 914 degrees awarded
- Fall 2016: New ID students entering from high school up 13%
- Focused, customized student engagement from inquiry to career
- Early intervention for at-risk students
- Non-traditional student degree offerings
- Online learning emphasis

## Student to Faculty Ratio



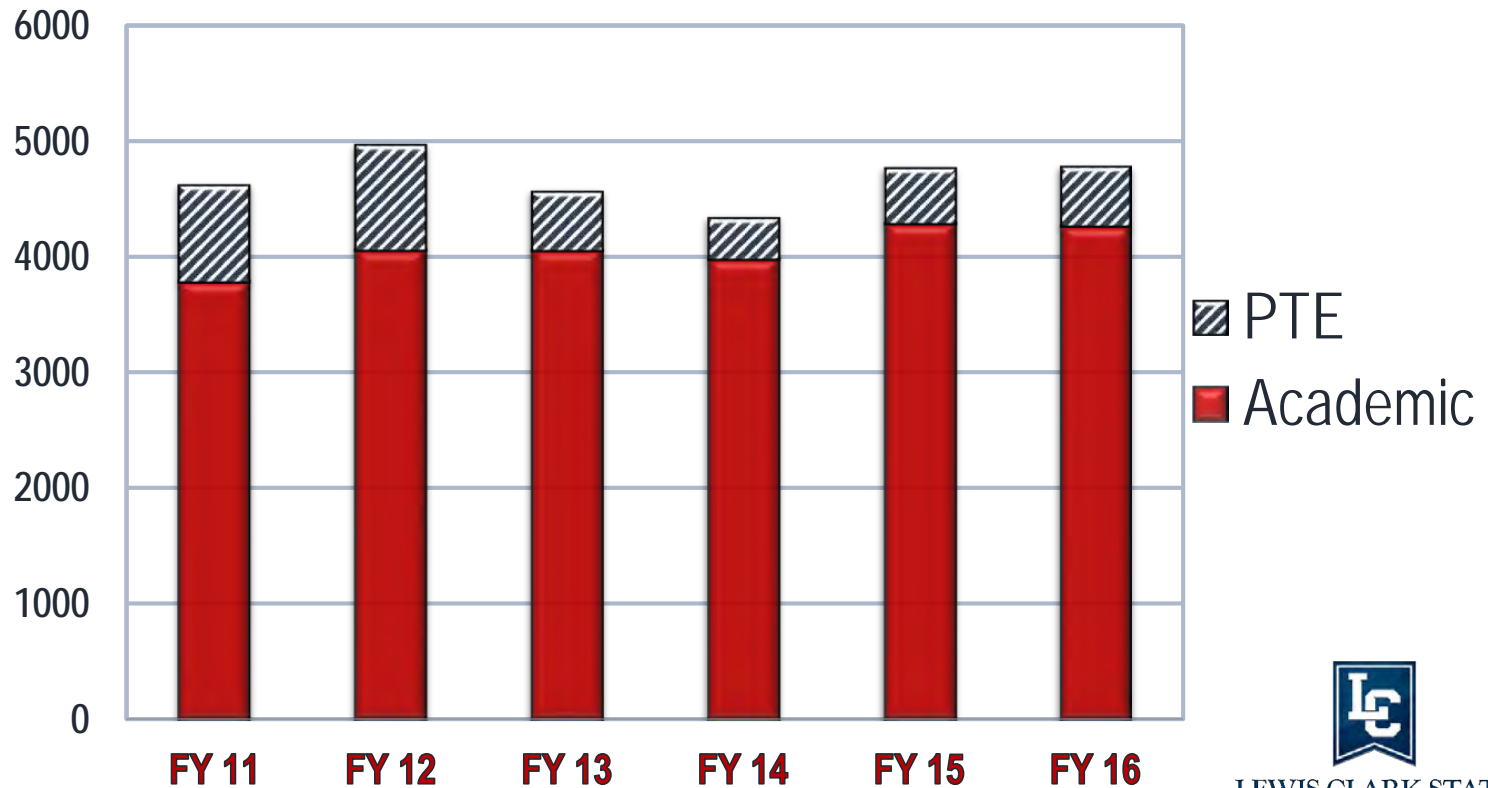
# Work Scholar Program

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- Committed, academically promising students
- Financial need
- Balance of academic study with work experience and public service
- Reduce student loan debt
- Additional support by mentors, supervisors, co-workers and other students in program
- 22 students
- 15 on campus sites / 4 off campus site

# Annual Enrollment

(Unduplicated)

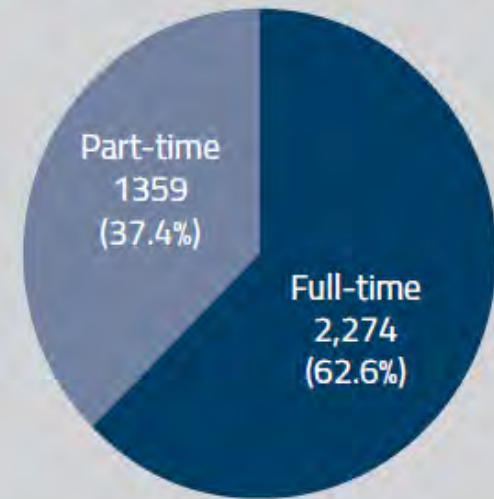
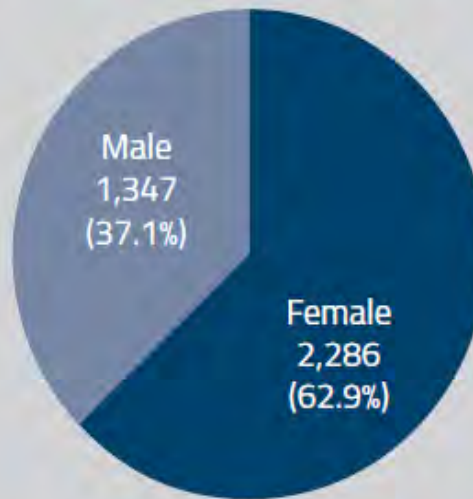
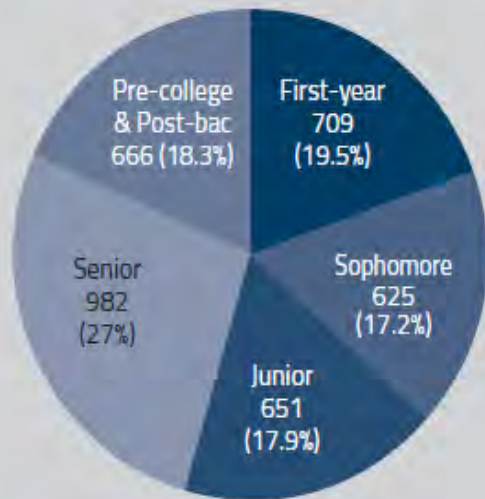


# A Closer Look at Annual Enrollment

## Fall 2015 Enrollment

**3,633** Total Headcount  
**2,680** Full-time Equivalent

**3,165** Students at Lewiston Campus  
**468** Students at Coeur d'Alene Campus



**2,760** Idaho Residents | **542** Non-resident | **331** Asotin County Residents | **99** International Students

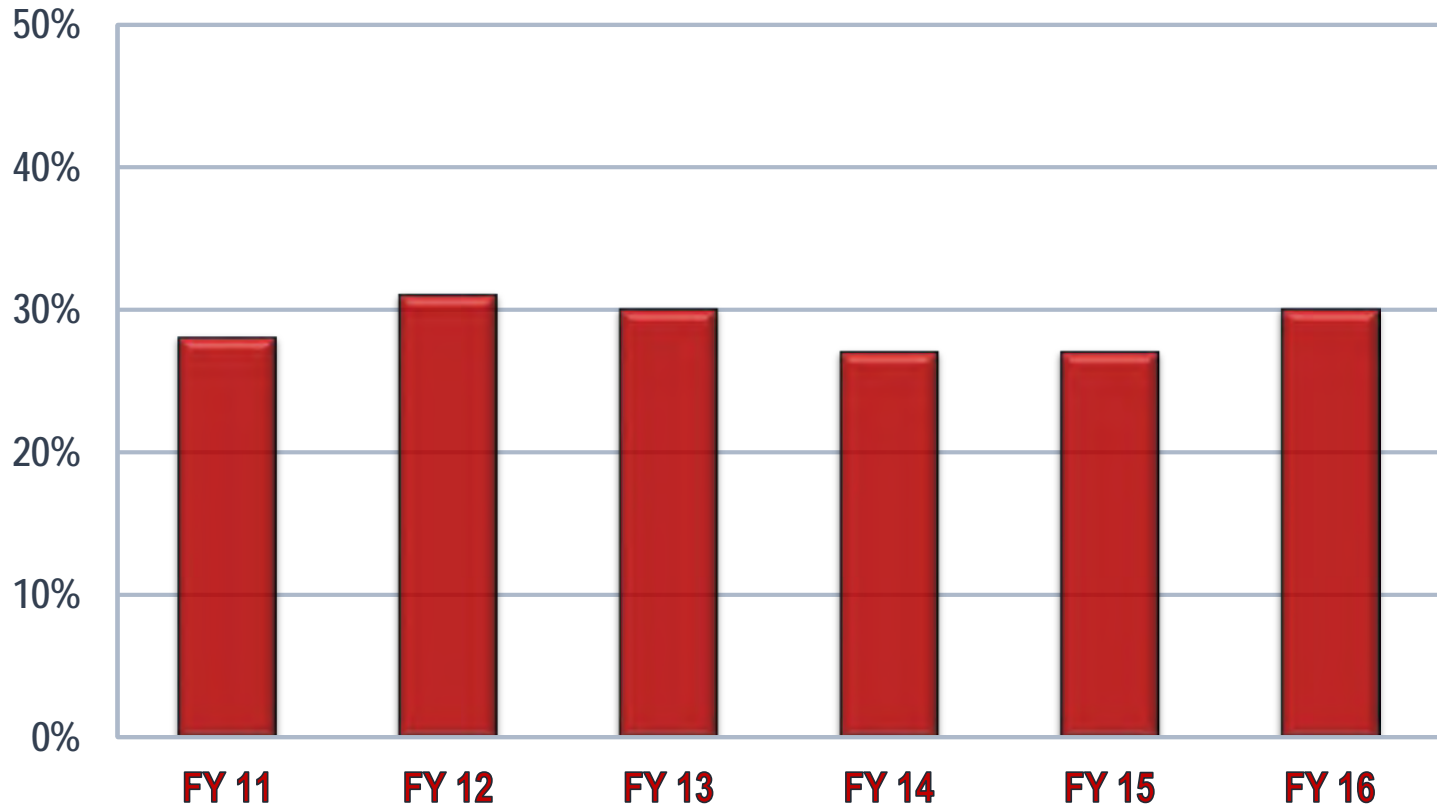
**68.6%** of the Student Body are First Generation College Students



LEWIS-CLARK STATE  
COLLEGE

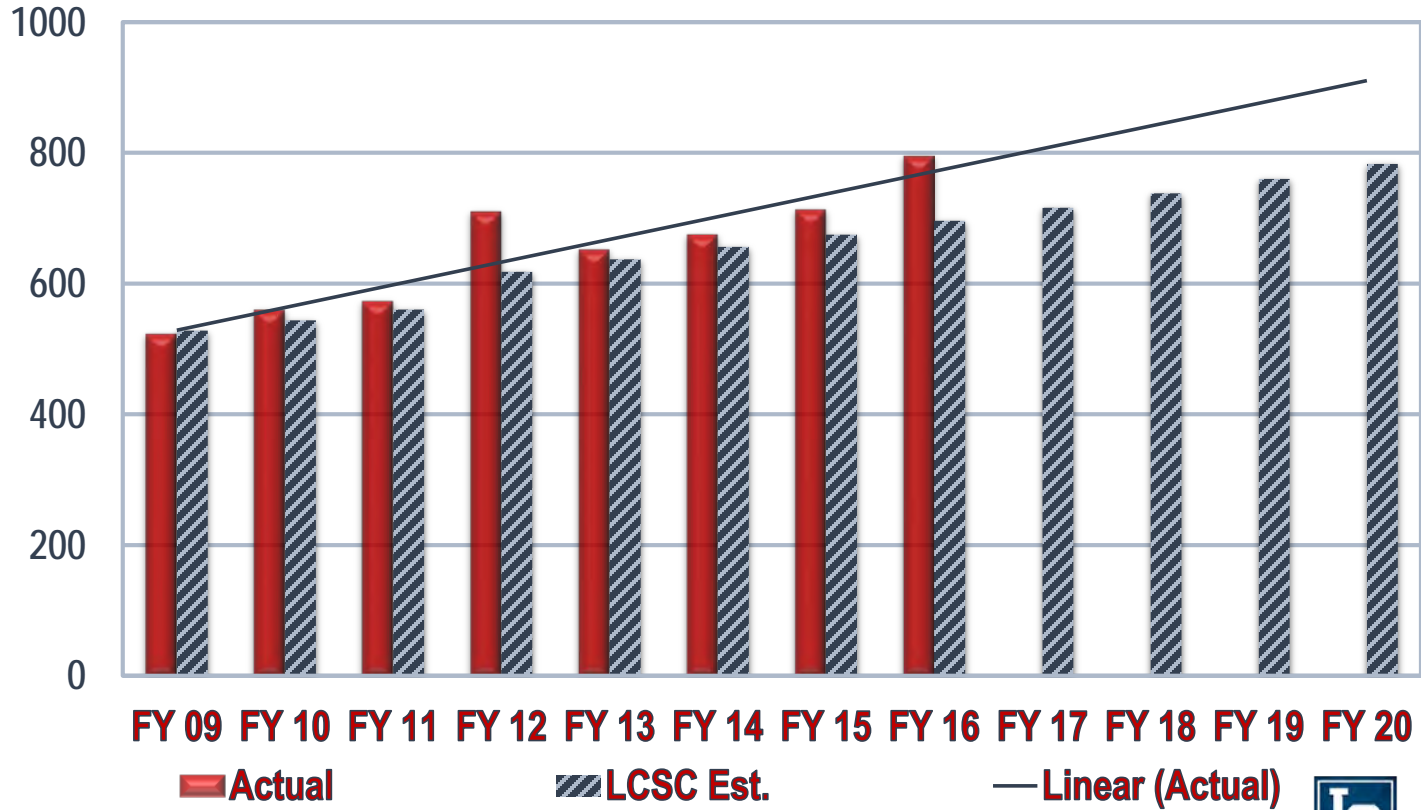


# Graduation Rate

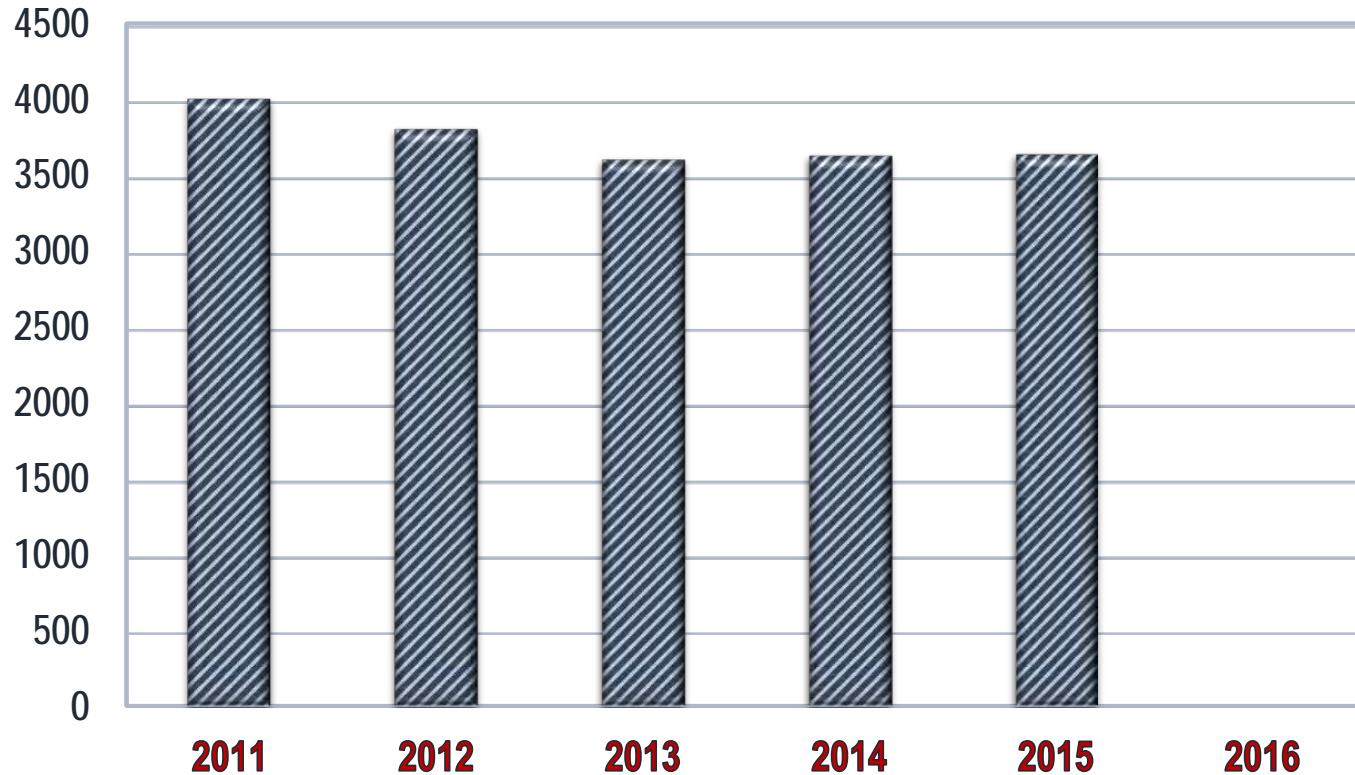


LEWIS-CLARK STATE  
COLLEGE

# Graduates



# Fall (Census Day) Headcount



LEWIS-CLARK STATE  
COLLEGE

# Collaboration/Economic Development

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- CTE and Lewiston School District
- Clearwater Paper
- Energized advisory committees

# Line Item Requests

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Health Professions Education Expansion	\$462,800
Advising & Career Readiness	\$411,200
New Occupancy Costs – Clearwater Hall	\$ 93,700

# Student Investment Through Campus Facilities

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Reserves have been accumulated to:

- Attract new students
- Comply with Title IX
- Address deferred maintenance

# Capital Projects Overview

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- 2016 Multipurpose playfield
- 2017 North Idaho Collaborative Building
- Spalding Hall renovation
- Harris Field grandstand replacement
- Women's locker room expansion
- Clark Hall fire suppression system
- 2019 Living Learning Center
- 2020 Expansion of CTE facility



# North Idaho Collaborative Building

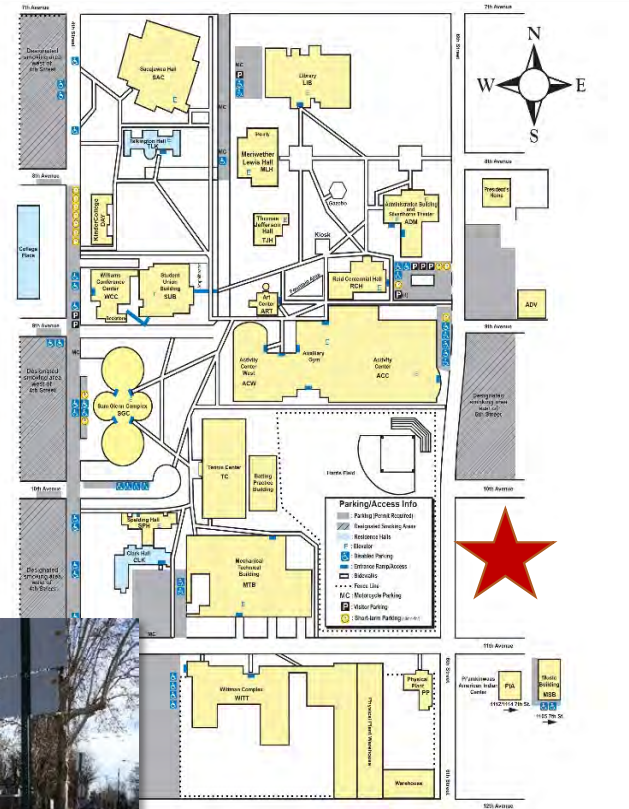
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- Funding from LCSC institutional reserves, Idaho Permanent Building Fund (PBF), North Idaho College, and the University of Idaho.  
Total project: \$12 Million
- Provides all institutions enhanced student services and additional classrooms



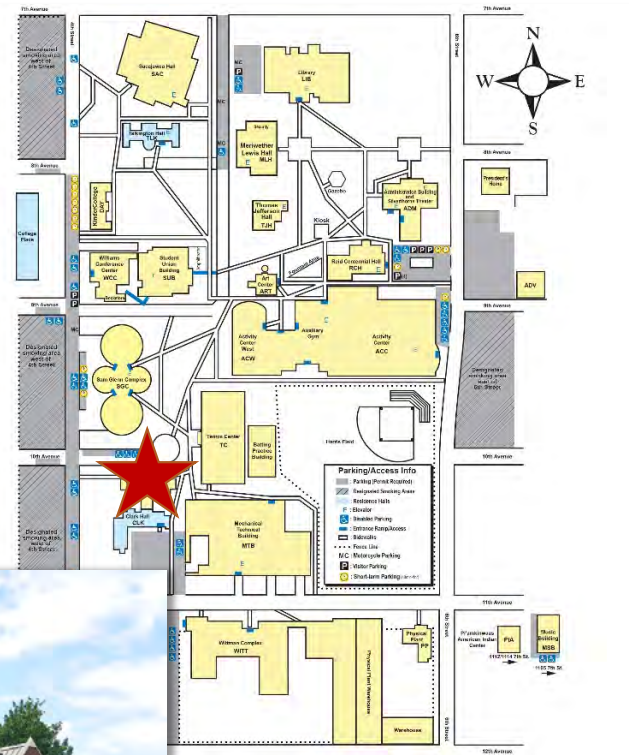
# Multipurpose Playfield

- Funding from institutional reserves and private donations
- Primary use for intramural sports
- Secondary use as practice field for proposed women's soccer program
- Community youth programs



# Spalding Hall Renovation

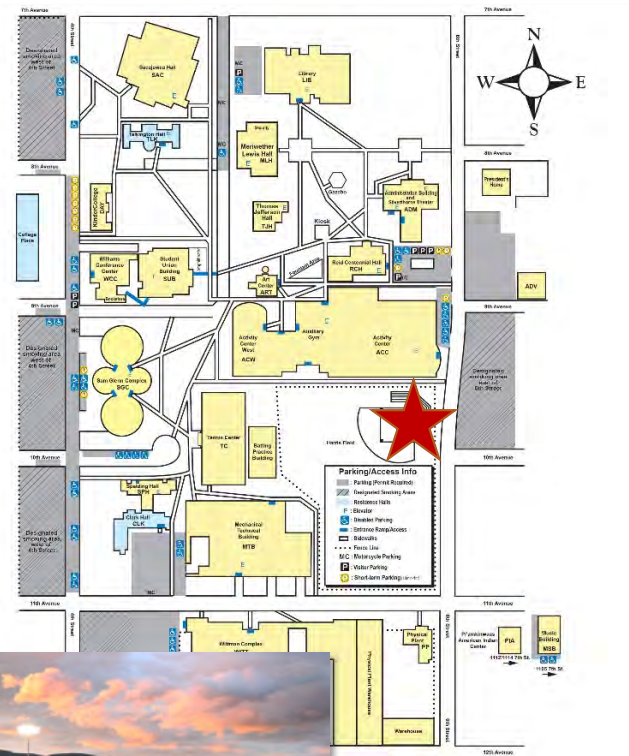
- Funding from institutional reserves and PBF
- Addresses deferred maintenance needs for one of the oldest building on campus; brings the building into compliance with State structural and fire codes



LEWIS-CLARK STATE  
COLLEGE

# Harris Field Grandstand Replacement

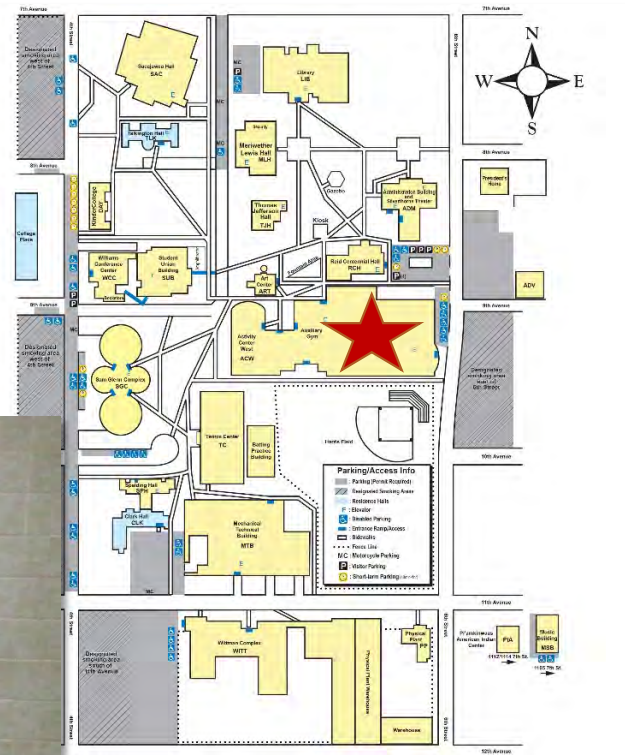
- Funding from institutional reserves and donations
- Brings grandstand up to city codes and provides an attractive and safe event environment
- Includes facilities to meet anticipated storage needs





# Women's Locker Room Expansion

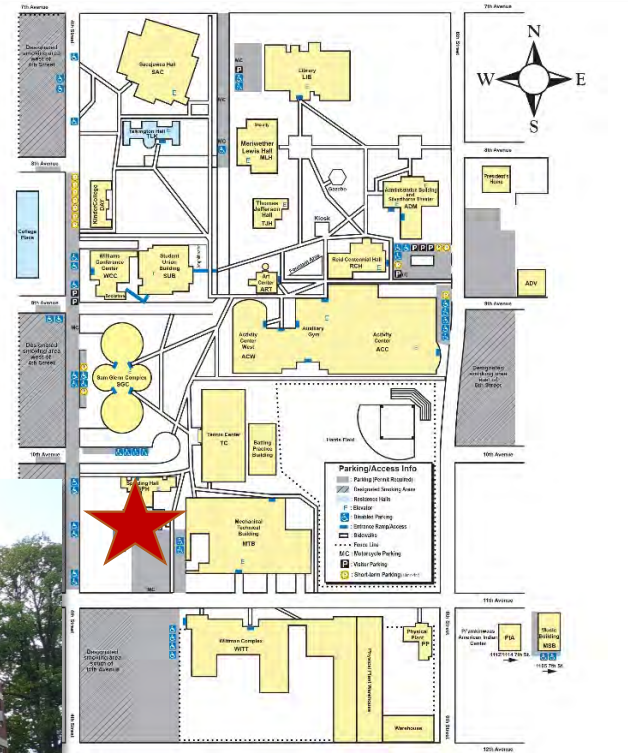
- Funding TBA but will include institutional reserves
- Located inside Activity Center
- Allows for increase in women's sports to address Title IX compliance



LEWIS-CLARK STATE  
COLLEGE

# Clark Hall Fire Suppression System

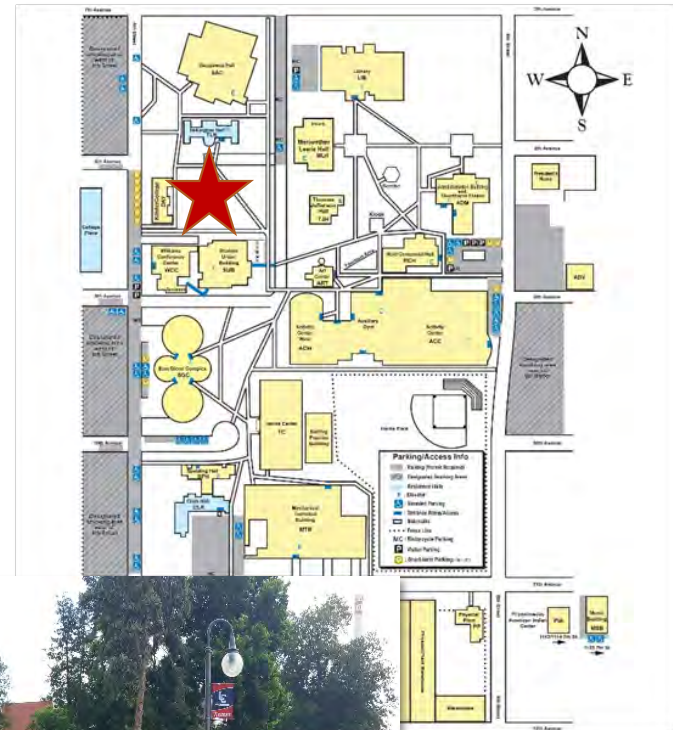
- Funding from institutional reserves
- Needed improved safety measure
- Meets fire code





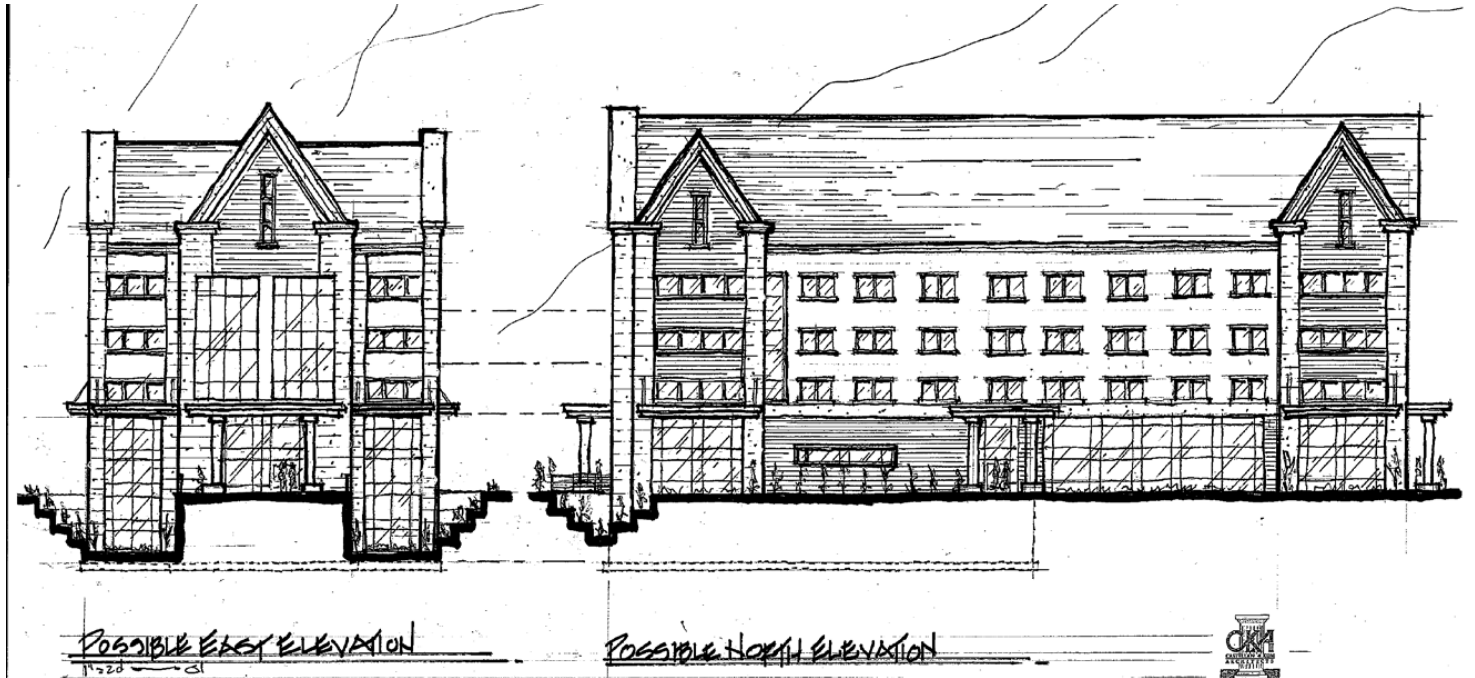
# Living and Learning Center

- Funds through bonding and PBF
- New 150 bed residence hall
- First floor will house student advising and student health center
- Two new classrooms
- Additional food and dining options possible



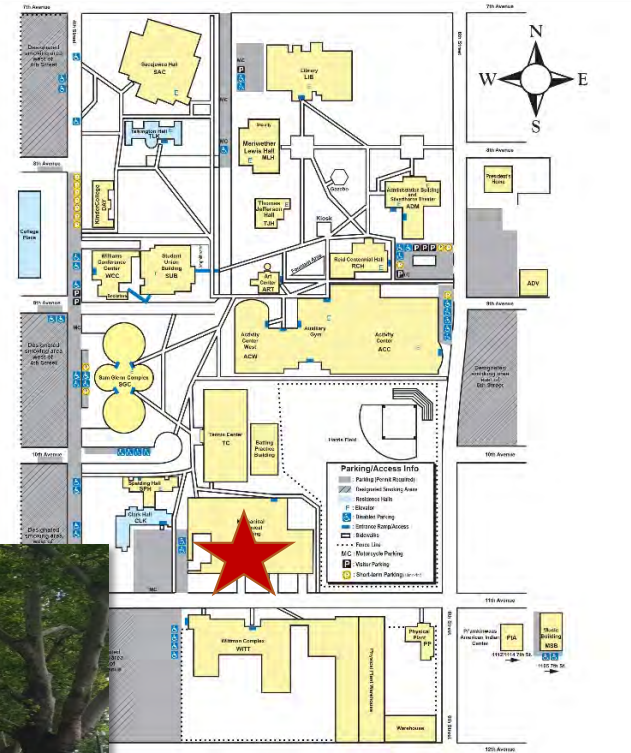
LEWIS-CLARK STATE  
COLLEGE

# Living and Learning Center



# Expansion of CTE Facility

- Funded by institutional reserves and PBF/Economic Development Grant
- Expansion to meet the local and regional automotive industry needs





# Capital Projects Summary

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<u>Projects</u>	<u>Est.</u>
2016 Multipurpose playfield	\$450K
2017 North Idaho Collaborative Building	\$1M
Spalding Hall renovation	\$4M
Harris Field grandstand replacement	\$650K
Women's locker room expansion	\$500K
Clark Hall fire suppression system	\$260K
2019 Living and Learning Center	\$17M
2020 Expansion of CTE facility	<u>\$4M</u>
	\$28M

## Financing

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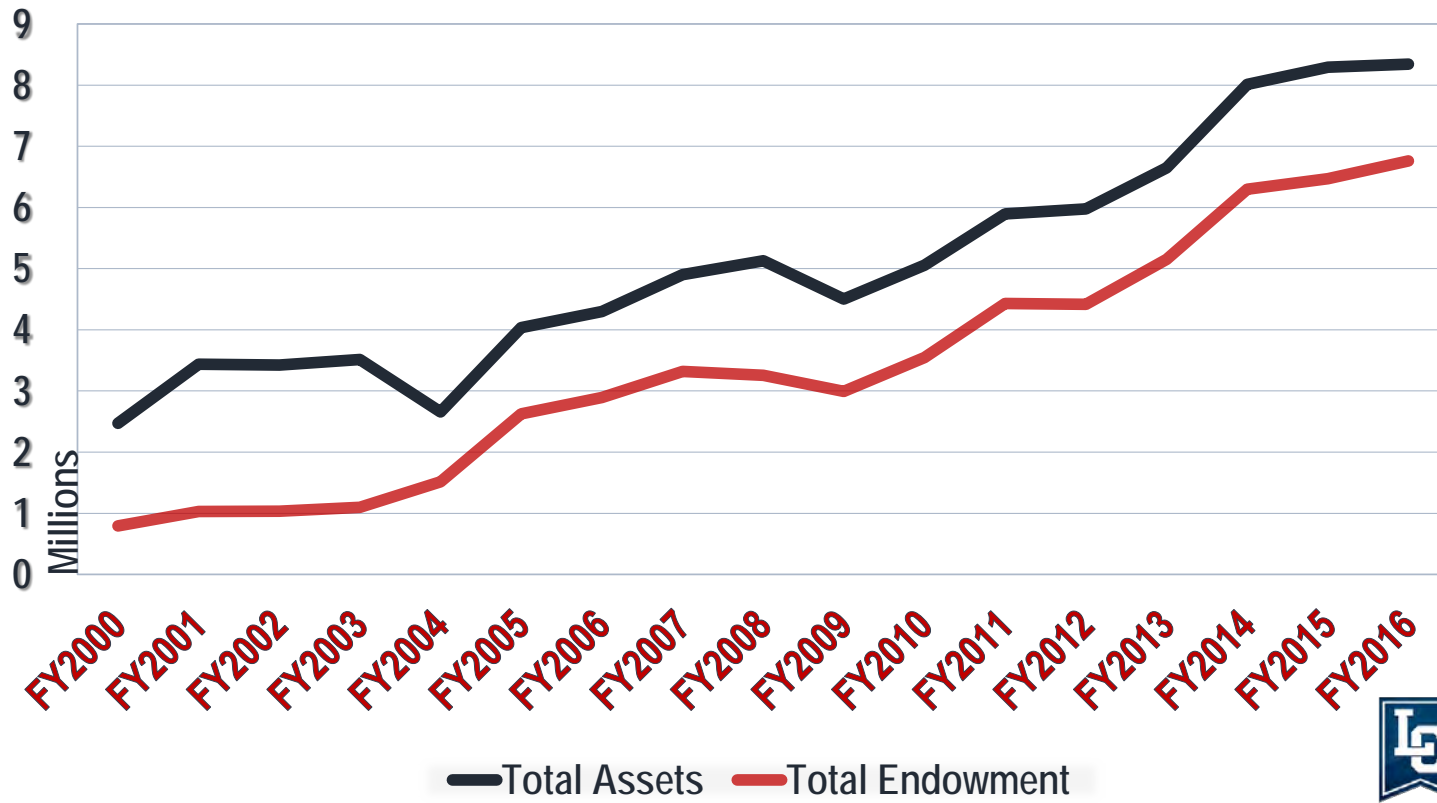
Institutional reserves	\$8M
Permanent Building Fund (plus other funds)	\$4M
Borrowing (bonding)	\$16M

# College Advancement

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- Expansion of scholarships
- Increased endowment opportunities for faculty and staff
- Alumni planned giving campaign
- College completion scholarships

# College Advancement Success





LEWIS-CLARK STATE  
— COLLEGE —

Questions?

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# Idaho Division of Vocational Rehabilitation

State Board of Education Presentation  
October 2016

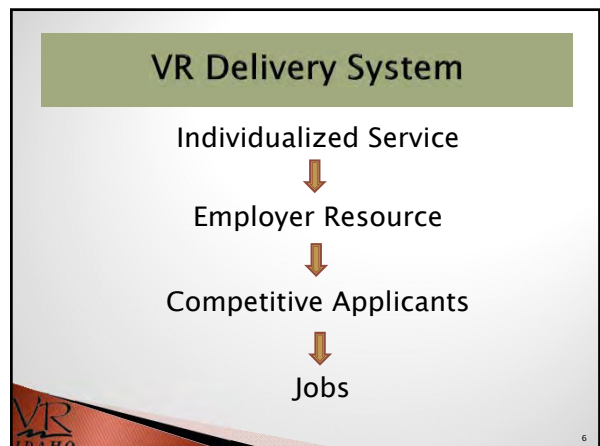
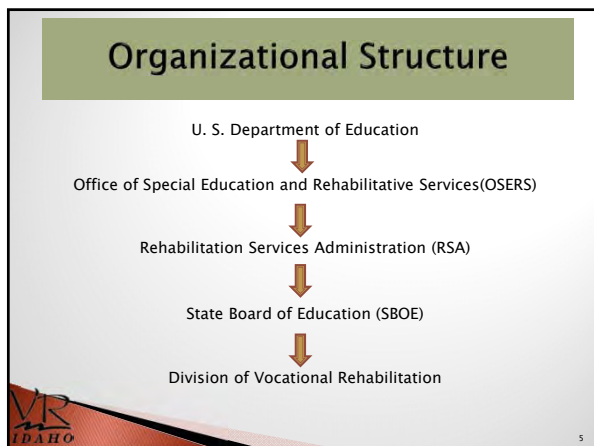
## IDVR PROGRAM STRUCTURE

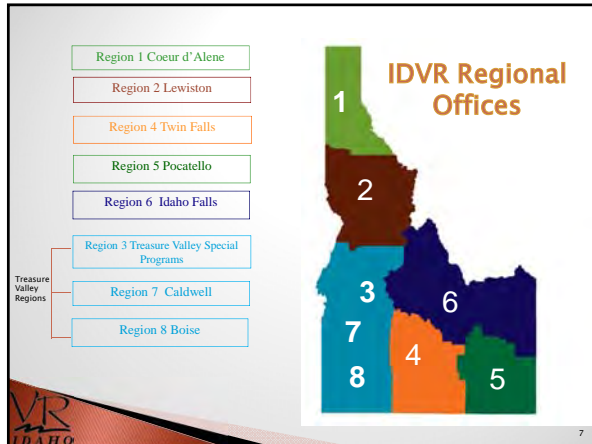
- > Vocational Rehabilitation
- > Extended Employment Services
- > Council for the Deaf and Hard of Hearing

# VOCATIONAL REHABILITATION

## Mission Statement

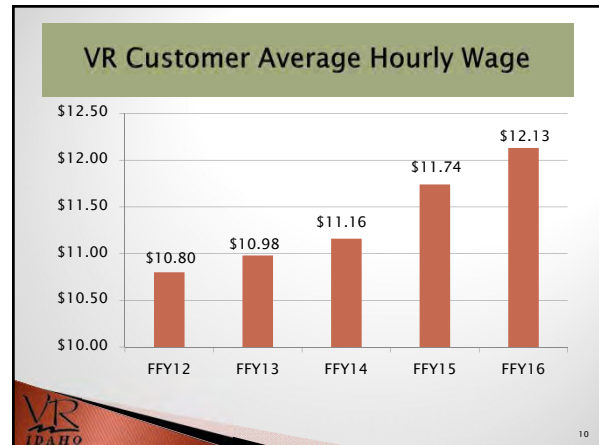
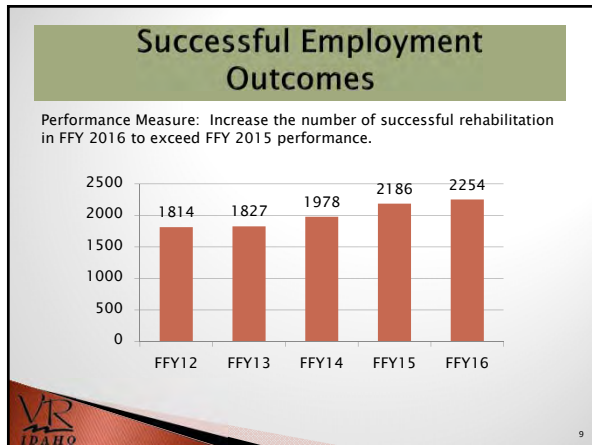
“Preparing individuals with disabilities for employment and community enrichment.”





### VR ACCOMPLISHMENTS

- In 2016 there was a 506% increase in customer wages after receiving IDVR services
- 3% increase in successful employment outcomes
- 84% of VR customers who achieved or maintained employment reported their wages as their primary means of support



### Range of Customer Wages and Occupations

**Range of Wages and Occupations**

- \$7.25/hour - Child Care Workers, Janitors and Food Service, Nursing Aides
- \$10/hour - Customer Service Representatives, Receptionists/General Office Clerks, Painters
- \$15/hour - Claims Examiners, Computer Operators, Electricians, Financial Analysts
- \$18/hour - Police Patrol Officers, Nurse Practitioners, Morticians, Welders
- \$20/hour - Human Service Workers, Social Workers, Teachers,
- \$25/hour - Registered Nurses, Carpet Installers, Truck Drivers
- \$40/hour - Electrical Engineer, Electrical Power-Line Installer
- \$55/hour - Pharmacists

### IDVR SUPPORTS POST SECONDARY TRAINING

*Success in training programs = Success in employment*

Post secondary funds are the second highest VR expenditures in FFY 2016

### Northern Idaho Success Story



- ❖ Associates of Applied Science – Occupational Therapy Assistant Program
- ❖ Bachelor of Science – Occupational Therapy
- ❖ Full-time employment in the field he was trained
- ❖ \$22/hour and employer sponsored benefits

**Felix Fosselman**

VR IDAHO

13

## Reauthorization of the VR Program

### Workforce Innovations and Opportunities Act (WIOA)

### Public Law 113-128

VR IDAHO

14

## WIOA

- ▶ Aims to increase access to and opportunities for employment, education, training, and support services, particularly for individuals with the greatest barriers to employment.
- ▶ Signed in law on July 22, 2014.
- ▶ Designed to help job seekers access employment, education, training, and support services to succeed in the labor market.
- ▶ First legislative reform to the public workforce system in more than 15 years.
- ▶ Final regulations just came out June 30, 2016, so things may change.

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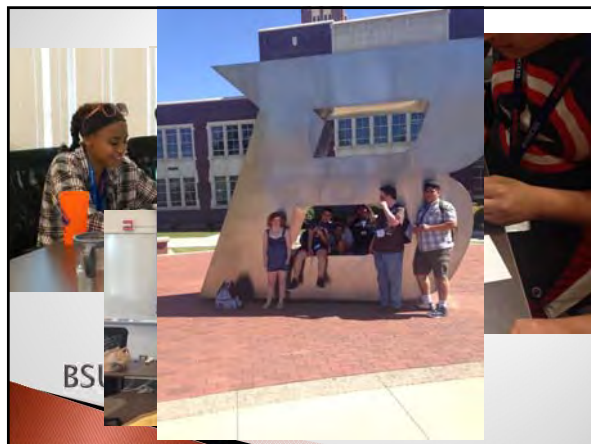
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## WIOA – Key Elements

- ▶ Pre-Employment Transition Services
- ▶ Combined Plan with Core Partners
- ▶ Common Performance Measurements with Core Partners
- ▶ Enhanced Collaboration with Agency Partners
- ▶ Coordination with Education Officials
- ▶ Enhanced Collaboration and Coordination with Employers
- ▶ Enhanced Emphasis on Competitive Integrated Employment

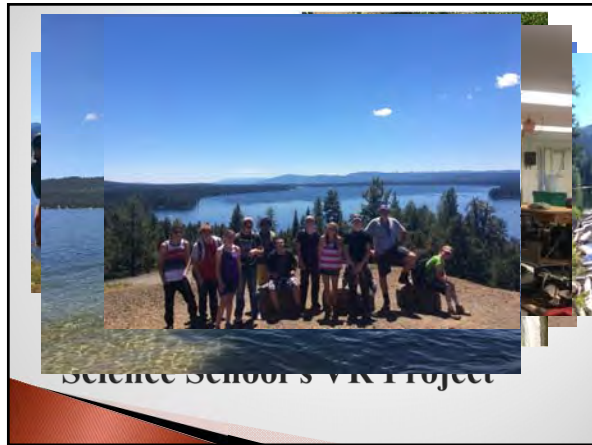
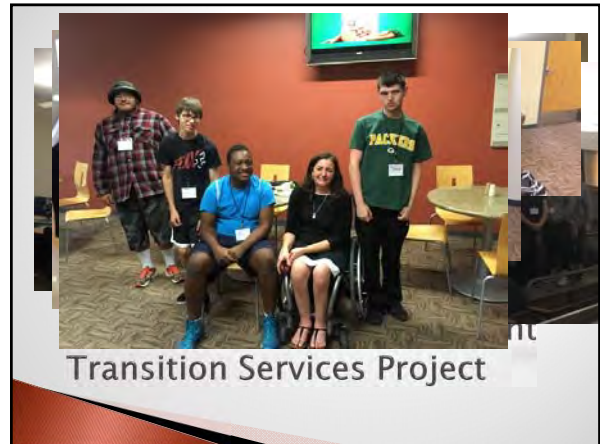
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### LCSC College Readiness Educational Workshop (CREW)





### BSU Online Digital Literacy Skills Project

- ▶ Modules will be a mix of e-learning and facilitated materials that can be individualized to students needs
- ▶ All students with disabilities will have access to the modules
- ▶ Pilots of the modules will begin in the Spring 2017

### SFY 2018 BUDGET REQUESTS

- ▶ \$125,000 increase in State General fund appropriations for the purpose of capturing \$462,000 Federal dollars
- ▶ \$214,300 in additional State General Fund appropriations for the Extended Employment Services program
- ▶ \$111,100 in State General Funds for the purpose of supporting one additional Full-time Employee (FTE) for the council for the Deaf and Hard of Hearing (CDHH)

### PARTNERSHIPS

- ▶ Core Program under the Workforce Investment Opportunity Act (WIOA)
- ▶ Additional partnerships:
  - School Districts
  - Department of Education
  - Department of Corrections
  - Department of Juvenile Corrections
  - Department of Health and Welfare
  - Variety of other community partners

### Eastern Idaho Success Story

**Colin Williams**



- Associates in Welding
- Starting wage \$15.50
- Employer Sponsored Benefits

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25

# QUESTIONS?

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26

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 20, 2016**

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**SUBJECT**

Idaho Division of Vocational Rehabilitation (IDVR) 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 IDVR to provide an annual 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.

Jane Donnellan, Administrator of the Division of Vocational Rehabilitation, will provide an overview of IDVR's progress in carrying out the agency's strategic plan.

**ATTACHMENTS**

Attachment 1 – Idaho Division of Vocational Rehabilitation Presentation Page 3

**BOARD ACTION**

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

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**STEM ACTION CENTER**

**SUBJECT**

STEM Action Center Annual Report

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 67-823, Idaho Code.

**BACKGROUND/DISCUSSION**

The STEM Action Center (Center) was created in 2015, as an office of the Governor to coordinate and oversee the implementation of STEM programs, promote STEM through best practices in education to ensure the connection with industry and Idaho's long-term economic prosperity, to produce an Idaho STEM-competitive workforce to offer better access to competitive employment opportunities; and to drive student experience, engagement and industry alignment by identifying and implementing public and higher education STEM best practices to transform workforce development. The duties of the STEM Action Center range from the coordination of state STEM related activities, industry needs assessments and gap analysis, to the alignment and coordination of education related STEM activities with industry and education and the identification of STEM education related best practices.

The Center's Board is made up of nine (9) members representing the Department of Commerce, Department of Labor, State Superintendent, State Board of Education and five (5) members representing manufacturing or STEM related industries. Board of Education member Dr. Hill is the State Board of Education's representative on the STEM Action Center Board and the current chair of that Board.

The Center's enabling legislation requires the Center to report on progress to the State Board of Education annually. The Center has been operating for approximately one year and is now starting to see results. The Center has been working to provide STEM resources and STEM professional development to Idaho educators and communities. Grants focused on innovative project-based STEM and community STEM events are being evaluated for outcomes and impact. Professional development opportunities have included:

- FABSlam – a 3D design and fabrication professional development and student competition,
- BotBall robotics professional development and materials, and
- Oracle's Alice 3.1.1 and Java Fundamentals trainings.

Additional professional development opportunities are currently being evaluated and will be deployed in January 2017. Last year the Center interacted with over 1,200 educators impacting over 10,000 students. Additionally, 36 STEM Family events were held throughout the state impacting not only students and educators,

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 20, 2016**

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but communities as well. This year the Center is hosting three regional (inaugural) science and engineering fairs. Idaho is now, no longer the only state in the nation without student access to national science and engineering competitions.

Additional projects focus on creating a virtual mentorship platform which will connect educators and industry to support student-led projects such as science and engineering fair projects, FIRST robotics, and other projects related to student competitions.

Computer science has also become a major focus of the Center as it works with postsecondary education and industry to create opportunities to enhance Idaho's workforce including the university co-op program and scholarship expansion for STEM educators and students entering STEM and computer science fields. The Center is partnering with the Discovery Center of Idaho, Camp Invention, STEMbusUSA, the University of Idaho, and Boise State University to support scholarships allowing students from traditionally underrepresented population to attend STEM and computer science camps. The Center is also creating strong partnerships with industry receiving significant monetary and in-kind support totaling nearly \$200,000 (so far) in FY17

**ATTACHMENTS**

Attachment 1 – STEM Action Center Overview	Page 3
Attachment 2 – STEM Action Center 2016-2017 Opportunities	Page 5
Attachment 3 – STEM Action Center Strategic Plan	Page 7
Attachment 4 - STEM Action Center Performance Measure Report	Page 17

**STAFF COMMENTS AND RECOMMENDATIONS**

The Centers duties closely overlap and are in alignment with STEM education goals of the State Board of Educations and the Board's STEM education strategic plan. The Centers staff have developed a good working relation with Board staff allowing for continued collaboration and alignment of the Board's goals as outlined in the Board's STEM education strategic plan (approved October 2014).

**BOARD ACTION**

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

PROJECTS AND PROGRAMS 







**PROFESSIONAL DEVELOPMENT**

- Idaho Math & Science Teachers Conference
- FABSlam 3D design and fabrication workshop
- Digital Library Access for Higher Education
- i-STEM Teacher Institutes
- INDEEDS STEM Educator Awards

**COMPETITIONS**

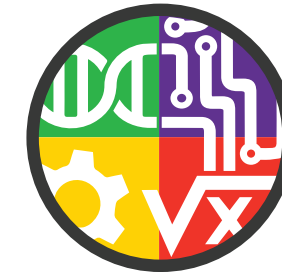
- FIRST Robotics ~ student teams build robots
- Khan Academy's LearnStorm ~ hone math skills and practice grit and determination
- FABSlam ~ 3D design and fabrication competition
- Invent Idaho ~ Premier student invention program

**GRANTS AWARDED**

-  \$75,000  
PK12 STEM & Family  
STEM Event Grants
-  \$50,000  
FabSlam 3D  
design training
-  \$50,000  
FIRST Robotics  
Regional Competition
-  \$15,000  
Student Travel Grants



**The STEM Action Center  
is positioned to connect  
& collaborate widely to  
impact STEM in Idaho!**



**IDAHO  
STEM**  
ACTION CENTER

**Turning Knowledge  
Into Action**

Connecting education and industry  
to ensure Idaho's long-term  
economic prosperity

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[facebook.com/IdahoSTEMAC](https://facebook.com/IdahoSTEMAC)



IDAHO STEM ACTION CENTER



**MISSION:**

Connecting STEM education and industry to ensure Idaho's long-term economic prosperity.

**VISION:**

Produce a STEM competitive workforce by implementing Idaho's Kindergarten through Career STEM education programs aligned with industry needs.

STEM ACTION BOARD



**Dr. Dave Hill – Chairman**  
State Board of Education Member



**Dee Mooney – Vice Chair**  
Executive Director, Micron Foundation



**Dr. Todd Allen**  
Deputy Director, Idaho National Laboratory



**Kenneth Edmunds**  
Director, Idaho Department of Labor



**Dr. Lorna Finman**  
Chief Executive Officer, LCF Enterprises



**Dr. Chuck Zimmerly**  
Community Relations Officer, State Dept. of Education



**Megan Ronk**  
Director, Idaho Department of Commerce



**Jeff Williams**  
CEO (retired), Glanbia Foods



**Von Hansen**  
CEO, AlertSense Inc.

IMPACT IN FIRST SIX MONTHS

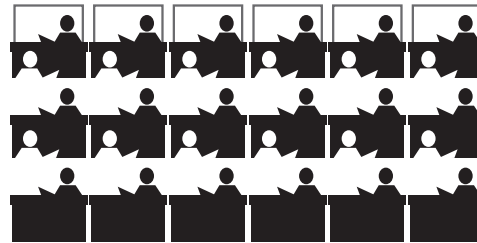


**We partner with diverse groups including industry, business, education, libraries, and non-profits to maximize our impact.**

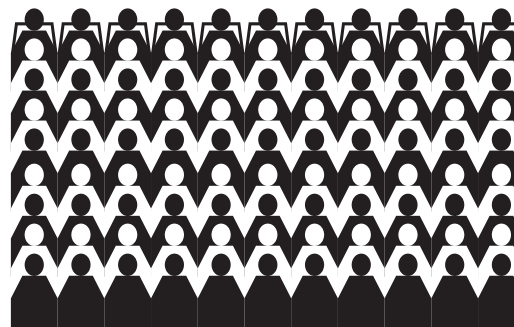
OVER 200 BUSINESSES



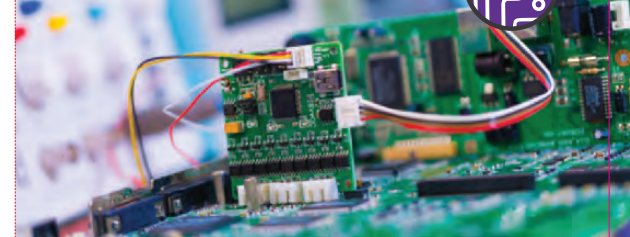
OVER 1,200 EDUCATORS



OVER 8,000 STUDENTS



COMPUTER SCIENCE INITIATIVE



**COMPUTER SCIENCE INITIATIVE WILL:**

- Focus on providing employers with qualified and experienced workers in all areas of computer science
- Create strong partnerships for training and professional experience for Idaho's business community, educators and workforce.
- Be funded through a combination of industry support, grants and the STEM Education Fund.
- Create K-12 Computer Science standards through collaboration with the State Board and State Department of Education.





# Idaho STEM Action Center

Created in 2015 and housed in the Office of the Governor, the Center is dedicated to providing a STEM competitive workforce by implementing Idaho's Kindergarten through Career STEM education programs.

## Funding Opportunities Available in 2016-2017

Visit [stem.idaho.gov/grants](http://stem.idaho.gov/grants) for more information

### GRANTS

PK12 Innovative STEM Projects	Formal & Informal Educators	September 23, 2016
CS Device Grant	Formal & Informal Educators	October 2, 2016
Community Robotics Maker Kits	Public, School, & Academic Libraries	November 2016
Family STEM Awareness Events	Formal & Informal Educators	January 2017
STEM Career Awareness Events	Formal & Informal Educators	January 2017

### PROFESSIONAL DEVELOPMENT

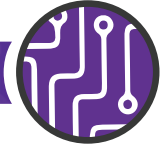
FABSlam 3D Design & Fabrication Workshop	Formal & Informal Educators	January 2017
Other Opportunities currently being vetted	Formal & Informal Educators	January 2017



**IDAHO  
STEM  
ACTION CENTER**  
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 [facebook.com/IdahoSTEMAC](https://facebook.com/IdahoSTEMAC)





## COMPUTER SCIENCE

### HOW

The Computer Science Initiative would be funded through a combination of industry support, grants and the STEM Education Fund. Up to \$2M would be spent to support this initiative. **The STEM Action Center** would actively engage industry to secure matching funds to ensure sustainability.

**The STEM Action Center** has FUNDING to help educators, students, the community and our workforce through various professional development trainings and incentives, camps, competitions, events and more. Support could include grant distribution, resource development, internship programs and scholarship opportunities.. To see more funding opportunities throughout the year, please visit [www.stem.idaho.gov](http://www.stem.idaho.gov)

### WHY

Computer Science is one of the fast growing fields in the world; Idaho isn't any different. Every year, Idaho has 670 CS job openings going unfilled . Over \$44 million of unclaimed labor wages are lost due to those unfilled positions. Governor Otter has proposed a Computer Science Initiative through the **The STEM Action Center** to support the needs of Idaho's employers by providing a pipeline of employees with computer science training, certifications and experiences to help fill that gap.

### WHO

**The STEM Action Center** will collaborate with education and Idaho businesses and industries to create opportunities for educators and the workforce to receive training in areas related to computer science to meet the demands of the industry.

### WHAT

- Focus on providing employers with qualified and experienced workers in all areas of computer science
- Create strong partnerships for training and professional experience for Idaho's business community, educators and workforce.
- Be funded through a combination of industry support, grants and the STEM Education Fund.
- Create K-12 Computer Science standard through collaboration with the State Board and State Department of Education for the State of Idaho.

## IDAHO SCIENCE & ENGINEERING FAIRS

**The STEM Action Center** is proud to sponsor regional high school science and engineering fairs for the 2016-2017 school year. Winners of these regional fairs will be eligible to compete in the 2017 Intel International Science and Engineering Fair (Intel ISEF). Intel ISEF is one of the premier national student science and engineering competitions. Idaho students will be able to work with their teacher to purchase materials necessary to participate in the competition. Educators and students will also have access to virtual mentors to support them on their projects. The top student projects at each local fair will have the opportunity to attend the national Intel ISEF in May 2017 and represent Idaho. All expenses for attendance at nationals will be covered by **The Idaho STEM Action Center**.

If you are an educator who will be teaching in a PUBLIC HIGH SCHOOL (grades 9-12) during the 2016-2017 school year then you are eligible to apply!

**Deadline to Apply: December 16, 2016**

**Notification of Acceptance:** Rolling Notifications - October 31, November 30, December 31, 2016

**Student project work:** November 2016 - February 2017

**MORE INFORMATION:** [stem.idaho.gov/isef](http://stem.idaho.gov/isef)

### FAIR DATES

February 18, 2017

Eastern Idaho Science & Engineering Fair (EISEF)

March 4, 2017

Northern Idaho Science & Engineering Fair (NISEF)

March 11, 2017

Western Idaho Science & Engineering Fair (WISEF)



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**IDAHO  
STEM**  
ACTION CENTER

**STRATEGIC PLAN**

**FISCAL YEARS 2017 – 2020**

**JUNE 2016**



## Idaho STEM Action Center

### 2017 – 2020 Strategic Plan

#### Introduction, History and Future

Idaho is facing a crisis: Idaho citizens are not entering the STEM pipeline at a rate that will meet the current and future workforce needs of Idaho employers and sustain Idaho's economic development and future prosperity. According to a report by the Idaho Department of Labor, by 2025 Idaho will be lacking approximately 63,000 individuals needed to fill projected positions ranging from construction and service jobs to medical and technology positions, many of which involve STEM-related skills and knowledge. Numerous research studies including the Georgetown Center for Education and the Workforce, Idaho Business for Education and Idaho Department of Labor demonstrate that more than 60% of the projected jobs by 2020 will require a college degree or certificate beyond a high school diploma.

During the 2015 Idaho legislative session, a small group of visionary legislators, education leaders and industry stakeholders began a STEM Caucus that led to legislation creating the Idaho STEM Action Center. House Bill 302 became law on July 1, 2015 (Idaho Code §67-823). This new law permits some flexibility in implementation which will allow the Center to develop unique grant, training, professional development and student opportunities aligned to Idaho's workforce needs from kindergarten through career. Decisions related to the STEM Action Center are guided by a nine member Board appointed by the Governor. The Board is a unique blend of educational leaders from the State Board of Education and the State Department and seven Idaho industry leaders including the Idaho Department of Labor, the Idaho Department of Commerce, Idaho National Laboratory (INL) and Micron.

The Idaho STEM Action Center's enabling legislation focuses on five broad areas: a) student learning and achievement (including underrepresented populations); b) student access to STEM including equity issues; c) teacher professional development and opportunities; d) college and career STEM pathways; and e) industry and workforce needs.

During the 2016 legislative session, two pieces of legislation were passed that focused on a statewide computer science initiative. The STEM Education Fund was created through Senate Bill 1279 into which two million dollars was deposited from the state's general fund to support the computer science initiative (House Bill 379). The legislative intent of the computer science initiative is to increase statewide efforts in computer science awareness and access, kindergarten through career. These efforts will continue to be driven by the needs of Idaho's industry and developed in partnership with industry, the state board of education, professional-technical education, the state department of education,

administrators, educators and the community at large. The ultimate goal is to secure industry participation in the funding of the state's computer science education initiatives.

The Idaho STEM Action Center supports the recommendations of the Idaho Task Force for Improving Education and the State Board of Education's STEM Strategic Plan, which support the state's 60% goal and seeks to meet the workforce needs of Idaho business and industry.

As a result of these statewide efforts, Idaho will become a STEM business destination. Idaho will have a citizenry that not only recognizes the importance of STEM, but also possesses the necessary STEM skills for the workforce. A highly skilled STEM workforce will lead to increased investment and business opportunities throughout Idaho. Educators will have the necessary STEM skills to engage students. Students will possess the 21<sup>st</sup> century skills that employers require: critical thinking, problem-solving, collaboration and innovation. The result of this multi-tiered approach will be an increase in the number of businesses in Idaho and the number of STEM jobs available for Idahoans which will serve to bolster Idaho's economy and lead to long-term economic prosperity for the state and her citizens.

**Mission Statement:**

Connecting STEM education and industry to ensure Idaho's long-term economic prosperity.

**Vision Statement:**

Produce a STEM competitive workforce by implementing Idaho's Kindergarten through Career STEM education programs aligned with industry needs.

**GOAL #1: Coordinate and facilitate implementation of STEM programs throughout Idaho**

**Objective 1A:** Create/identify and fund STEM opportunities for Idaho students

Performance Measure 1: Number of students receiving services from the STEM Action Center

*-Baseline 1:* During FY16, 10,428 students received services from the STEM Action Center, primarily through grants disseminated to educators and/or adult mentors

*-Benchmark 1:* Increase the number of student served annually until at least 25,000 students are served throughout Idaho each year

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 20, 2016**

*How was this benchmark established?* 25,000 students represent nearly 10% of the K12 populations which would be served annual by the Center. Given the current number of staff, this is the maximum number that the Center can serve effectively.

**Objective 1B:** Identify and facilitate delivery of high quality STEM educator professional development

Performance Measure 1: Number of educators receiving high quality STEM professional development

*-Baseline 1:* Four opportunities impacting 1,200 educators were offered in FY16

*-Benchmark 1:* Increase the number of opportunities by at least one each year until 10 opportunities are reached

*-Benchmark 2:* Continue to expand opportunities until at least 5,000 educators are reached annually

*How were these benchmark established?* Four opportunities were offered by the Center staff in FY16. With the addition of another staff member, contractors and an increased appropriation, ten opportunities (serving 5,000 educators) would be the maximum number to ensure that educators receive the highest quality STEM professional development as directed in Idaho Code §67-823

**Objective 1C:** Develop new and expand existing STEM Action Center grant programs for educators and the community at large

Performance Measure 1: Total number of grant opportunities offered

*-Baseline 1:* Two grant opportunities for educators and one for students were made available in FY16

*-Benchmark 1:* Increase the existing opportunities to at least five including computer science opportunities for educators and at least two opportunities for students

*How was this benchmark established?* Given the current level of Center staffing, seven grant opportunities are the maximum number that can be managed annually and effectively.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 20, 2016**

Performance Measure 2: Percentage of applicants receiving funding

-*Baseline 1:* 22% of educator requests were filled for the PK12 grant in FY 16.

-*Benchmark 1:* Fill at least 30% of the PK12 grant requests by FY20

*How was this benchmark established?* The number of grant requests will likely continue to increase and the need for additional support will be required to fill the requests. 30% will allow for a competitive process and will ensure that applications are thoughtful and through with measurable outcomes and evident need.

**Objective 1D:** Support the [Idaho State Board of Education STEM Strategic Plan](#)

**GOAL #2: Align education and workforce needs throughout Idaho**

**Objective 2A:** Engage industry to support STEM education outcomes

Performance Measure 1: Number and amount of industry contributions and personal donations to Center to promote and enhance opportunities for K-career

*Baseline 1:* \$62,000 in industry contributions and \$10,000 in personal donations to the Center in FY16 = \$72,000

*Benchmark 1:* Increase industry contribution each fiscal year until \$500,000 is reached annually

*Benchmark 2:* Hold additional fundraisers to double personal donations by FY20 by advertising the Idaho income tax credit option

*How were these benchmark established?* If the contributions to the Center double annually, this benchmark can be reached. As the Center becomes more established, industry will become more familiar with Center projects and programs. As a result, partnerships are anticipated to grow and donations will increase.

**Objective 2B:** Involve industry to collaborate with the STEM Action Center and focus outcomes and goals on workforce needs and opportunities

-Performance Measure 1: Number of opportunities for workforce certifications in high demand fields



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 20, 2016**

*Baseline 1:* The STEM Action Center currently does not support these types of certifications; a baseline will be established in FY17

*Benchmark 1:* Benchmark(s) will be set after the FY17 baseline data is collected and analyzed

Performance Measure 2: Number of trainings in STEM and/or computer science and number of computer science and/or STEM endorsement received

*-Baseline 1:* No efforts were deployed in FY16

*-Benchmark 1:* Benchmark(s) will be set after the FY17 baseline data is collected and analyzed

**Objective 2C:** Create opportunities for schools to partner with local companies to provide for student and teacher mentoring and internships in computer science and/or STEM.

Performance Measure 1: Number of mentors and students involved in the Center's virtual, project-based mentorship platform

*-Baseline 1:* No virtual mentorship project-based platform currently exists. In FY17 an RFP will be released and a vendor will be selected to design a platform

*-Benchmark 2:* Baseline user data will be collected in FY18 and user benchmarks will be established for FY19

Performance Measure 2: Number of industries and students involved in the Computer Science Coop Project

*-Baseline 1:* No Coop program currently exists in Idaho

*-Benchmark 1:* Baseline data will be collected in FY17 with a scaling plan in place for FY18 – FY20

**Objective 2D:** Support computer science initiatives, programs, events, training and other promotions throughout the state for the benefit of school districts, students, parents and local communities

Performance Measure 1: Number of community events related to computer science

*-Baseline 1:* No support was provided in FY16

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 20, 2016**

*-Benchmark 1:* Benchmarks will be set after FY17 once baseline data is collected and analyzed

Performance Measure 2: Number of educator professional development opportunities in computer science

*-Baseline 1:* In FY16, the Center supported one opportunity involving 44 educators with \$8,000 in continuing education credits and training through Code.org

*-Benchmark 1:* By FY20 increase to at least three opportunities and support at least 150 educators

*How was this benchmark established?* Given the increase in the FY17 appropriation and the addition of staffing to the Center, it will be possible to support at least three opportunities annually and collect effective outcome data.

Performance Measure 3: Number of student competitions in computer science

*-Baseline 1:* Computer science student competitions were not supported by the Center in FY16

*-Benchmark 1:* Support at least two computer science competitions per year by FY20

*How was this benchmark established?* With the additional Center staffing, computer science competitions can be researched for implementation in Idaho. Currently, computer science competitions are not common and students are not abundant so two competitions would allow student choice while ensuring sufficient numbers of competitors.

**GOAL #3: Increase awareness of STEM throughout Idaho**

**Objective 3A:** Collaborate with Idaho's state board of education, division of career-technical education, the state department of education, public higher education institutions and industry to develop a communication plan related to the computer science initiative and STEM

Performance Measure 1: Number of collaboratively created communication resources

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 20, 2016**

*-Baseline 1:* No collaborative communication resources were created in FY16

*-Benchmark 1:* Benchmarks will be established after FY17 baseline data is collected

**Objective 3B:** Communicate about STEM and computer science initiatives, programs, events, training and other promotions throughout the state for the benefit of school districts, students, parents and local communities

Performance Measure 1: Number of users of the STEM Action Center online portal of resources and best practices

*-Baseline 1:* No online portal currently exists. Portal will be created in FY17 and deployed by FY18

*-Benchmark 1:* Benchmarks will be established after FY18 baseline data is collected

*-Benchmark 2:* Deploy online pilot database during FY18 which annually identifies at least five (5) best practice innovations used in Idaho schools that have resulted in growth in interest and performance in STEM and/or computer science by students and teachers

How was this benchmark established? This benchmark is required by Idaho Code §67-823.

Performance Measure 2: Number of industries involved in the STEM Matters Media Campaign

*-Baseline 1:* No media campaign currently exists

*-Benchmark 1:* Benchmarks will be established after FY17 baseline data is collected

Performance Measure 3: Number of monthly communication efforts using the monthly newsletter, website and social media such as Facebook

*-Baseline 1:* Four newsletters were sent in FY16, reaching 1,500 subscribers

*-Benchmark 1:* Increase the number of newsletter subscribers by at least 10 subscribers per month until 2,000 subscribers are reached

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 20, 2016**

How was this benchmark established? All K12 principals and superintendents were automatically enrolled in the newsletter. Self-subscriptions occur at a slower rate of 10 on average per month.

**Objective 3C:** Increase access of students, educators and communities that represent traditionally underrepresented populations in STEM and computer science

Performance Measure 1: Number of grants and professional development opportunities which target traditionally underrepresented populations in STEM and/or computer science

*-Baseline 1:* Three grants and one professional development opportunity were provided to support traditionally underrepresented populations in STEM in FY16

*-Benchmark 1:* Support at least three grants and two professional development opportunities in both STEM and computer science by FY20 to support traditionally underrepresented populations including rural, socioeconomic status, race/ethnicity and gender.

How was this benchmark established? As dictated in Idaho Code §67-823, the Center must support grants and professional development for traditionally underrepresented populations. Given the current staffing and funding levels, supporting at least five opportunities would allow high quality customer service and ensure effective outcome measurements.

**External Factors Affecting Goals**

- 1) Infrastructure
  - a. As a small agency of three full time individuals, infrastructure can significantly influence outcomes. Contractors will be hired to fulfill legislative intent for Center programs and projects which will lead to increase productivity for the Center. Additional staffing would help the Center meet its goals in a more timely fashion.
  - b. The Center needs to continue to leverage existing resources to prevent duplication. This will require knowledge of activities occurring outside of the

Center and clear, timely communication between numerous entities which could be challenging.

2) Funding and Economic Conditions

- a. Funding will be needed in an ongoing capacity to fulfill the intent of both the STEM Action Center legislation and the Computer Science Initiative.
- b. Partnering with industry will require industry awareness and confidence in the Center as well as the financial confidence in the economy.
- c. Grant availability will also drive certain aspects of Center activity and may vary annually.

3) Statewide Awareness

- a. In order to ensure statewide equity, it will be critical that the Center raise awareness of the availability of grants, professional development opportunities and scholarships. Increased communication efforts will be necessary to facilitate this awareness.
- b. When soliciting requests for proposals, the Center must assume that it will receive numerous applications that are within the proposed budgets.
- c. Unrecognized demand for STEM Action Center resources could lead to an increased need to reviewers/volunteers to determine recipients of project and program opportunities.
- d. When offering professional development and grant opportunities, messaging to ensure statewide interest and diversity will be paramount to guarantee educators and communities from diverse backgrounds are represented.

**Part I – Agency Profile**

**Agency Overview**

During the 2015 Idaho legislative session, a small group of legislators, education leaders and industry stakeholders began a STEM Caucus that led to legislation creating the Idaho STEM Action Center. House Bill 302 became law on July 1, 2015 (Idaho Code §67-823). This new law permits some flexibility in implementation which will allow the Center to develop unique grant, training, professional development and student opportunities aligned to Idaho’s workforce needs from kindergarten through career. Decisions related to the STEM Action Center are guided by a nine member Board appointed by the Governor. The Board is a unique blend of educational leaders from the State Board of Education and the State Department and seven Idaho industry leaders including the Idaho Department of Labor, the Idaho Department of Commerce, Idaho National Laboratory (INL) and Micron.

During the 2016 legislative session, two pieces of legislation were passed that focused on a statewide computer science initiative. The STEM Education Fund was created through Senate Bill 1279 into which two million dollars was deposited from the state’s general fund to support the computer science initiative (House Bill 379) during FY17.

**Core Functions/Idaho Code**

The Idaho STEM Action Center’s enabling legislation focuses on five broad areas: a) student learning and achievement (including underrepresented populations); b) student access to STEM including equity issues; c) teacher professional development and opportunities; d) college and career STEM pathways; and e) industry and workforce needs.

The legislative intent of the computer science initiative is to increase statewide efforts in computer science awareness and access, kindergarten through career. These efforts will continue to be driven by the needs of Idaho’s industry and will be developed in partnership with industry, the State Board of Education, career-technical education, the state department of education, administrators, educators, and the community at large. The ultimate goal is to secure industry participation in the funding of the state’s computer science education initiatives.

**Revenue and Expenditures**

<b>Revenue</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
General Fund				547,300
Dedicated				100,000
<b>Total</b>	N/A	N/A	N/A	647,300
<b>Expenditure</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Personnel Costs				183,200
Operating Expenditures				312,800
Capital Outlay				62,200
<b>Total</b>	N/A	N/A	N/A	558,200

**Profile of Cases Managed and/or Key Services Provided**

<b>Cases Managed and/or Key Services Provided</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>
Student competitions and classroom grants	N/A	N/A	N/A	10,428 students received services
Educator professional development and grants	N/A	N/A	N/A	1,200 educators received services
Community STEM Events	N/A	N/A	N/A	36 events

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 20, 2016**

**Idaho STEM Action Center**

**Performance Measurement Report**

				were hosted throughout the state
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**Part II – Performance Measures**

Performance Measure		FY 2013	FY 2014	FY 2015	FY 2016	Current Year
<b>Goal 1: Coordinate and facilitate implementation of STEM programs throughout Idaho</b>						
1. Number of students receiving services from the STEM Action Center	actual	N/A	N/A	N/A	10,428	-----
	benchmark	N/A	N/A	N/A	N/A	25,000
2. Number of educators receiving high quality STEM professional development	actual	N/A	N/A	N/A	1,200	-----
	benchmark	N/A	N/A	N/A	N/A	5,000
3. Total number of grants opportunities offered	actual	N/A	N/A	N/A	3	-----
	benchmark	N/A	N/A	N/A	N/A	7
4. Percentage of applicants receiving funding	actual	N/A	N/A	N/A	22%	-----
	benchmark	N/A	N/A	N/A	N/A	30%
<b>Goal 2: Align education and workforce needs throughout Idaho</b>						
5. Amount of industry contributions and personal donations to the Center	actual	N/A	N/A	N/A	72,000	-----
	benchmark	N/A	N/A	N/A	N/A	<i>Increase contributions until \$500,000 is reach annually by FY20</i>
6. Number of opportunities for workforce certifications in high demand fields	actual	N/A	N/A	N/A	0	-----
	benchmark	N/A	N/A	N/A	N/A	<i>Benchmark will be set after the FY17 baseline data is collected and analyzed</i>
7. Number of mentors and students involved in the Center's virtual, project-based mentorship platform	actual	N/A	N/A	N/A	0	-----
	benchmark	N/A	N/A	N/A	N/A	<i>Benchmark will be set after the FY17 baseline data is collected and analyzed</i>
<b>Goal 3: Increase awareness of STEM throughout Idaho</b>						
8. Number of monthly communication efforts	actual	N/A	N/A	N/A	4 newsletters reached 1,500 subscribers	-----
	benchmark	N/A	N/A	N/A	N/A	<i>10 newsletters reaching 2,000 subscribers</i>
9. Number of grants and	actual	N/A	N/A	N/A	Three grants and one	-----

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 20, 2016**

**Idaho STEM Action Center**

**Performance Measurement Report**

professional development opportunities which target traditionally underrepresented populations					professional development opportunity were offered	
	<i>benchmark</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>Support at least three grants and two professional development opportunities in both STEM and CS by FY20</i>

**Performance Measure Explanatory**

As a new agency, established in FY16, the Center does not have data for a number of its performance measures. Systems will be established in FY17 and baseline data will be collected. Performance measures are predicated on long-term, sustained funding.

**For More Information Contact**

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 20, 2016**

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**IDAHO DEPARTMENT OF LABOR**

**SUBJECT**

Workforce Projections Report

**REFERENCE**

October 15, 2014                      The Idaho Department of Labor provided the Board with Idaho Industry and Occupational Employment Projections for 2012 – 2022.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section VI A.4.

**BACKGROUND/DISCUSSION**

The Idaho Department of Labor (IDOL) is the primary agency charged with workforce development for the State of Idaho. IDOL operates under the guidance of the Workforce Development Council and views its role as the “connection” among education and industry stakeholders. IDOL also administers the Workforce Development Training Fund.

Under a grant provided through the Idaho State Board of Education, IDOL developed key components of the workforce data portion of the State Longitudinal Data System (SLDS) and is mining the workforce data for information beneficial to development of workforce training programs. In addition, IDOL conducts regular studies of labor market information to assist industry and State government in decision making.

IDOL has actively promoted greater collaboration among industry, government and education, particularly in the areas of career awareness for students and job seekers, technical education training and other areas where IDOL has identified gaps in workforce development training. IDOL will present information in the following areas:

End Points Analysis (SLDS) – The analysis will give an overview of job placement, locations and income levels for Idaho postsecondary graduates.

Postsecondary Graduates In-State Retention Study – This study provides a summary of retention rates by institution for a four-year period.

High School Cohort Study – This study tracks the 2004 high school graduates, where they are and what they are doing.

*These analyses and studies are being presented in order to emphasize areas where IDOL will be seeking participation from*

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 20, 2016**

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*education in developing programs and policies to retain and increase Idaho's workforce.*

Career Awareness – The plan to improve the Career Information System (CIS) will be presented along with a review of how VISTA and AmeriCorps volunteers are being deployed to support local district efforts in career advising.

*IDOL provide a progress report on how the volunteer program is progressing and the need for support from the Board in these efforts.*

Work-Based Learning – CTE and IDOL are developing programs to increase work-based learning, particularly apprenticeships. An overview of these efforts, goals and objectives will be presented.

*IDOL will be discussing a request for the Board to consider changes to the definition of those recognized as achieving the 60% goal.*

10-Year Job Projections – IDOL bi-annual projections of jobs will be presented, including the “hot jobs” list. The presentation will highlight the rapidly changing marketplace and the impact on education.

*IDOL will be requesting assistance in determining how our education system is preparing students to fill today's jobs.*

Career Skills – Industry expectations for career skills, commonly called soft skills, will be discussed.

*IDOL will present business and industry needs in context of our current education model and the need for incorporation of project-based learning, critical thinking and other attributes necessary for student success upon entering the workforce.*

Other Workforce Initiatives – IDOL in other areas, including its Hispanic Initiative and Choose Idaho, will be presented.

*IDOL will be seeking cooperation and assistance in implementing its initiatives.*

Talent Accelerator Initiative – IDOL is evaluating opportunities for increasing workforce development training funds. The Talent Accelerator Initiative and its impact on funding for education will be presented.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 20, 2016**

---

*IDOL is seeking input on its proposal and the Board's ideas for increased workforce training funding.*

**ATTACHMENTS**

Attachment 1 - Public Postsecondary Graduate Retention Analysis	Page 5
Attachment 2 - Labor Market Projections for Idaho – 2014-2024	Page 13
Attachment 3 - Talent Accelerator Initiative Whitepaper	Page 19

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff comments have been broken out based on the area listed above that they pertain to:

Work-Based Learning – The Board's educational attainment/college completion goal (60% Goal) was based on Board discussion and staff work conducted between May and October 2010. In October 2010 the Goal was incorporated into the Board's strategic plan. Any changes to the Board's definition of "certificate" would be accomplished through an amendment to the Board's strategic plan. The current performance measure is "Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study". An academic year runs from the fall to spring semester and is approximately nine (9) months. This goal, including the educational levels included in it, were based on the Georgetown University Center on Education and the Workforce research release in June 2010, showing that by 2018, 61% of the jobs in Idaho would require a postsecondary education.

In 2013, Idaho Business for Education (IBE) conducted a survey of Idaho business and their projected needs. IBE's survey results reaffirmed the Board's current Educational Attainment Goal and was in alignment with the updated Georgetown University Center on Education and the Workforce research showing that by 2020, 67% of the jobs in Idaho would require some form of postsecondary degree or credential. While both the survey and the Georgetown Study showed a need for increased postsecondary attainment at all levels, the survey found the highest percentage of degrees needed was at the baccalaureate level and the updated Georgetown Study identified the highest areas of growth at the baccalaureate or higher levels.

Any discussions regarding the expansion of the definition of certificate should take into consideration the different levels of attainment necessary to meet Idaho's workforce needs, the availability to collect population data on certificates, and the fact that individuals with a certificate of less than one academic year are currently included in the remaining 40% of the population. In addition to the Educational Attainment Goal, the Board has also set out targets for percentages of graduates at each degree level (Goal 1, Objective C) from our public institutions in the Board's strategic plan as well as students participating in internships (Goal 2, Objective A).

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 20, 2016**

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Career Skills – The Board currently sets educational expectations at the elementary and secondary levels (K-12 education) through the adoption of standards, these standards consist of subject area “content standards” as well as minimum standards for educator preparation programs, while the specific methods of teaching and curriculum are selected at the local level. At the postsecondary level program expectations are approved by the Board through the approval of each academic or career technical program. Project-based learning has been identified as a best practice, particularly at the K-12 education levels and various professional development has been provided to school districts over the years in this area. One area that has been identified that would help with the adoption of more project based learning at the K-12 level would be more specific language in the standards (requirements) for our educator preparation programs at the teacher as well as administrator levels. The educator preparation standards are incorporated by reference into Administrative Code and would be amended through the rulemaking process. These standards apply to all educator preparation programs in Idaho at both public and private postsecondary institutions. In addition to the process of amending the standards that Board may wish to look at developing a Board policy specific to the educator preparation programs at the public postsecondary institutions.

**BOARD ACTION**

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

Research Report

IDAHO  
DEPT. OF LABOR

# IDAHO PUBLIC POSTSECONDARY GRADUATE RETENTION ANALYSIS

A Statewide Longitudinal Data Systems Collaborative Research Effort



SUMMER 2016  
IDAHO DEPARTMENT OF LABOR  
COMMUNICATIONS & RESEARCH

[labor.idaho.gov](http://labor.idaho.gov)

Idaho Department of Labor  
C.L. "Butch" Otter, Governor · Kenneth D. Edmunds, Director

# Idaho Public Postsecondary Graduate Retention Analysis

A Statewide Longitudinal Data Systems (SLDS) Collaborative Research Effort

**Report prepared by**

Salvador Vazquez, Research Analyst Supervisor; Bob Uhlenkott, Chief Research Officer  
Idaho Department of Labor

Andy Mehl, Statewide Longitudinal Data System Program Manager  
Idaho State Board of Education



**Communications & Research**  
Georgia Smith, Deputy Director



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## Idaho Public Postsecondary Graduate Retention Analysis

### *A Statewide Longitudinal Data Systems (SLDS) Collaborative Research Effort*

**Research goals:** Assess employment for all postsecondary graduates from the year 2010 to 2014 by Idaho institution and determine the state's capacity to retain graduates and assess the ratios of inter-state students who found employment in Idaho. Employment for the purposes of this research effort is defined by earnings covered in Idaho's unemployment insurance system.

**Key Definitions:** For the purposes of this research study, intra-state students are defined as students who entered a postsecondary institution in Idaho as an Idaho resident. Inter-state students are identified as students with non-resident status at the time of entry.

**Findings:** Tables 1 and 2 estimate Idaho employment retention rates for Idaho public postsecondary institutions. Cohorts from 2010 to 2014 were analyzed by intra- and inter-state student status.

Intra-state student graduates were twice as likely to work in Idaho. In fact, 77 percent of intra-state postsecondary graduates found a job in Idaho one year removed from school and 67 percent were still employed in Idaho four years after graduation. Rates of change throughout the four years removed from school were fairly consistent among all eight institutions. Eastern Idaho Technical College had the highest one-year retention rate of 89 percent for its 2013-2014 graduates. Over the same four-year period, the College of Southern Idaho had the strongest retention rate, only dropping four percentage points from 80 to 76 percent for the 2010-2011 graduating cohort.

As would be expected only 39 percent of inter-state postsecondary graduates were retained and working in Idaho in the first year, one year following graduation, and 28 percent four years after graduation. While North Idaho College had the highest inter-state retention rate of 62 percent, the College of Western Idaho retained a consistent 58 percent of its inter-state students throughout the four years of analysis. However, inter-state students make up a smaller percentage of the overall student body for the smaller two-year institutions. The larger four year colleges and universities typically have larger enrollment numbers of students traveling from farther distances to further their education and many are already in or continue on to graduate school.

According to department analysts, there are myriad factors that may affect retention rates. The most obvious is the intra-state student with family in Idaho and an affinity for remaining in and working in the state. Other factors include types of degrees and programs offered. Some degrees and programs are highly marketable all over the country and the world, making those students more mobile and attractive to employers outside Idaho. Geographic location of the institution is another factor. Some colleges and universities are located in college towns, closer to bordering states where students are more likely to take their degrees to other more economically viable cities outside of the state. And, some postsecondary institutions are already located in thriving and growing economic urban hubs, creating local and immediate job opportunities for graduates eager to enter the workforce.

Other factors may be that workers may be self-employed or simply choose not to participate in the local workforce by choosing to focus on raising their family. The emerging "gig" economy and related industries that have higher concentrations of sub-contractors may also factor in to declining covered employment matches.



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 20, 2016**

**Methodology:** Using Idaho’s State Longitudinal Data System, employment records collected by the Idaho Department of Labor for the 2010 – 2014 graduating cohorts were matched with educational records from Idaho postsecondary institutions and data from Office of the State Board of Education (OSBE). These data sets contained intra- and inter-state identifiers provided by Boise State University, College of Western Idaho, North Idaho College and the University of Idaho, while data from the College of Southern, Eastern Idaho Technical College, Idaho State University, and Lewis-Clark State College were provided by OSBE. Graduates were given one full year following their graduation date before measuring employment status.

**Notes:** Employment status is defined as a covered worker earning wages. A covered worker is employed by an employer covered under Idaho’s unemployment insurance law. Self-employed, federal employees, those serving in the armed forces, foreign aid service (such as Peace Corps), or missions, paid athletes, real estate brokers, some agricultural workers are not captured in this data set. Actual rates of employment will be slightly higher when accounting for the self-employed and graduates working for exempt employers.

These data are calculated on a per individual basis rather than per degree as some students graduate with multiple degrees. Some graduates may show up at multiple institutions. In those cases matches were recorded at both schools.

Grouping rates by time periods following the time the degree was earned should be used with caution. Although the length of time following the degree is the same, these outcomes may have occurred at different dates and positions on the business cycle. For example, gaining employment one year out of school in a boom economy is likely easier than finding a job in a declining economy. That being said Idaho’s economy did expand in all the years analyzed from 2010 to 2014. More caution would have needed to be used if the one year analyzed spanned a full business cycle of economic contraction and expansion.

Graduates totals will not match official institutional records as matches were only made when social security numbers were available and provided.

And lastly search parameters were limited to employment status only. Level of earnings, occupation or industry employed in, or even full-time or part-time employment, was not analyzed.

*Researchers:*

*Salvador Vazquez – Idaho Department of Labor*

*Andy Mehl – Office of the State Board of Education*

*Bob Uhlenkott – Idaho Department of Labor*

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 20, 2016**

Table 1

<b>Idaho Employment Rates for INTRA-State Students</b>										
Institution	Academic Year	Grads	Idaho Covered Employment Matches				Rates of Covered Employment			
			First Year	Second Year	Third Year	Fourth Year	First Year	Second Year	Third Year	Fourth Year
BSU	2010-11	2,684	2,158	2,023	1,960	1,864	80%	75%	73%	69%
	2011-12	2,676	2,131	2,025	1,929		80%	76%	72%	
	2012-13	2,664	2,166	1,993			81%	75%		
	2013-14	2,579	2,074				80%			
<b>Total</b>	<b>All Cohorts</b>	<b>10,603</b>	<b>8,529</b>	<b>6,041</b>	<b>3,889</b>	<b>1,864</b>	<b>80%</b>	<b>75%</b>	<b>73%</b>	<b>69%</b>
CSI OSBE	2010-11	812	653	634	634	615	80%	78%	78%	76%
	2011-12	937	761	734	736		81%	78%	79%	
	2012-13	997	790	759			79%	76%		
	2013-14	888	708				80%			
<b>Total</b>	<b>All Cohorts</b>	<b>3,634</b>	<b>2,912</b>	<b>2,127</b>	<b>1,370</b>	<b>615</b>	<b>80%</b>	<b>77%</b>	<b>78%</b>	<b>76%</b>
CWI	2010-11	459	389	366	360	358	85%	80%	78%	78%
	2011-12	583	461	461	443		79%	79%	76%	
	2012-13	685	554	557			81%	81%		
	2013-14	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Total</b>	<b>All Cohorts</b>	<b>1,727</b>	<b>1,404</b>	<b>1,384</b>	<b>803</b>	<b>358</b>	<b>81%</b>	<b>80%</b>	<b>77%</b>	<b>78%</b>
EITC OSBE	2010-11	236	196	187	184	176	83%	79%	78%	75%
	2011-12	250	207	210	200		83%	84%	80%	
	2012-13	250	217	202			87%	81%		
	2013-14	244	218				89%			
<b>Total</b>	<b>All Cohorts</b>	<b>980</b>	<b>838</b>	<b>599</b>	<b>384</b>	<b>176</b>	<b>86%</b>	<b>81%</b>	<b>79%</b>	<b>75%</b>
ISU OSBE	2010-11	1,631	1,278	1,168	1,105	1,082	78%	72%	68%	66%
	2011-12	1,989	1,549	1,468	1,398		78%	74%	70%	
	2012-13	1,953	1,523	1,429			78%	73%		
	2013-14	1,884	1,465				78%			
<b>Total</b>	<b>All Cohorts</b>	<b>7,457</b>	<b>5,815</b>	<b>4,065</b>	<b>2,503</b>	<b>1,082</b>	<b>78%</b>	<b>73%</b>	<b>69%</b>	<b>66%</b>
LCSC OSBE	2010-11	520	379	356	345	335	73%	68%	66%	64%
	2011-12	654	484	450	441		74%	69%	67%	
	2012-13	605	461	420			76%	69%		
	2013-14	562	427				76%			
<b>Total</b>	<b>All Cohorts</b>	<b>2,341</b>	<b>1,751</b>	<b>1,226</b>	<b>786</b>	<b>335</b>	<b>75%</b>	<b>69%</b>	<b>67%</b>	<b>64%</b>
NIC	2010-11	547	402	387	374	342	73%	71%	68%	63%
	2011-12	694	504	478	444		73%	69%	64%	
	2012-13	737	546	521			74%	71%		
	2013-14	680	519				76%			
<b>Total</b>	<b>All Cohorts</b>	<b>2,658</b>	<b>1,971</b>	<b>1,386</b>	<b>818</b>	<b>342</b>	<b>74%</b>	<b>70%</b>	<b>66%</b>	<b>63%</b>
U of I	2010-11	1,510	1,027	907	862	820	68%	60%	57%	54%
	2011-12	1,517	1,068	977	908		70%	64%	60%	
	2012-13	1,690	1,139	1,007			67%	60%		
	2013-14	1,617	1,095				68%			
<b>Total</b>	<b>All Cohorts</b>	<b>6,334</b>	<b>4,329</b>	<b>2,891</b>	<b>1,770</b>	<b>820</b>	<b>68%</b>	<b>61%</b>	<b>58%</b>	<b>54%</b>
<b>Statewide Totals</b>		<b>35,734</b>	<b>27,549</b>	<b>19,719</b>	<b>12,323</b>	<b>5,592</b>	<b>77%</b>	<b>72%</b>	<b>70%</b>	<b>67%</b>

*BSU - Boise State University, CSI - College of Southern Idaho, CWI - College of Western Idaho, EITC - Eastern Idaho Technical College, ISU - Idaho State University, LCSC - Lewis-Clark State College, NIC - North Idaho College, UI - University of Idaho, OSBE - Office of the State Board of Education. Covered Employment are those employed under the provisions of Idaho's unemployment insurance program, and do not include federal employees, those serving in the armed forces, foreign aid service (such as Peace Corps), missions work, paid athletes, real estate brokers, some agricultural workers and other self-employed occupations. Intra-state are students with Idaho residency status and inter-state do not have residency status. Graduates totals will not match official institutional records as matches were only made when social security numbers were available. See full research report for details. -- Idaho Statewide Longitudinal Data System -- June 2016.*

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 20, 2016**

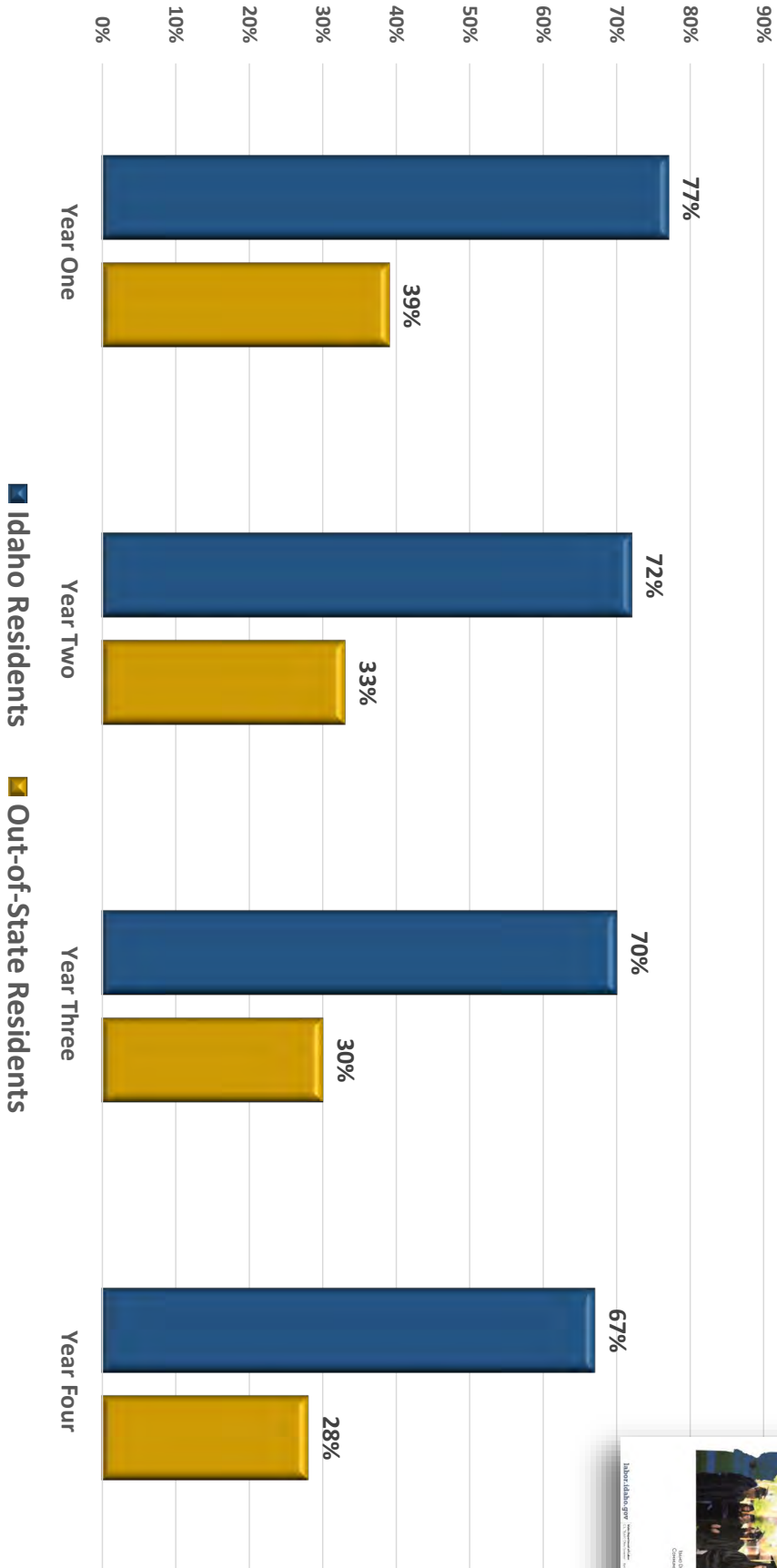
Table 2

<b>Idaho Employment Rates for INTER-State Students</b>										
Institution	Academic Year	Grads	Idaho Covered Employment Matches				Rates of Covered Employment			
			First Year	Second Year	Third Year	Fourth Year	First Year	Second Year	Third Year	Fourth Year
BSU	2010-11	653	301	264	238	217	46%	40%	36%	33%
	2011-12	791	344	296	259		43%	37%	33%	
	2012-13	919	416	331			45%	36%		
	2013-14	1,016	416				41%			
<b>Total</b>	<b>All Cohorts</b>	<b>3,379</b>	<b>1,477</b>	<b>891</b>	<b>497</b>	<b>217</b>	<b>44%</b>	<b>38%</b>	<b>34%</b>	<b>33%</b>
CSI OSBE	2010-11	73	32	26	28	27	44%	36%	38%	37%
	2011-12	49	19	21	18		39%	43%	37%	
	2012-13	74	23	21			31%	28%		
	2013-14	66	21				32%			
<b>Total</b>	<b>All Cohorts</b>	<b>262</b>	<b>95</b>	<b>68</b>	<b>46</b>	<b>27</b>	<b>36%</b>	<b>35%</b>	<b>38%</b>	<b>37%</b>
CWI	2010-11	43	25	24	25	25	58%	56%	58%	58%
	2011-12	30	19	20	22		63%	67%	73%	
	2012-13	50	33	31			66%	62%		
	2013-14	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Total</b>	<b>All Cohorts</b>	<b>123</b>	<b>77</b>	<b>75</b>	<b>47</b>	<b>25</b>	<b>63%</b>	<b>61%</b>	<b>64%</b>	<b>58%</b>
EITC OSBE	2010-11									
	2011-12									
	2012-13									
	2013-14									
<b>Total</b>	<b>All Cohorts</b>									
ISU OSBE	2010-11	251	109	86	69	61	43%	34%	27%	24%
	2011-12	307	105	85	71		34%	28%	23%	
	2012-13	365	123	109			34%	30%		
	2013-14	368	128				35%			
<b>Total</b>	<b>All Cohorts</b>	<b>1,291</b>	<b>465</b>	<b>280</b>	<b>140</b>	<b>61</b>	<b>36%</b>	<b>30%</b>	<b>25%</b>	<b>24%</b>
LCSC OSBE	2010-11	110	41	40	35	30	37%	36%	32%	27%
	2011-12	110	44	38	37		40%	35%	34%	
	2012-13	119	62	54			52%	45%		
	2013-14	134	56				42%			
<b>Total</b>	<b>All Cohorts</b>	<b>473</b>	<b>203</b>	<b>132</b>	<b>72</b>	<b>30</b>	<b>43%</b>	<b>39%</b>	<b>33%</b>	<b>27%</b>
NIC	2010-11	217	135	110	102	96	62%	51%	47%	44%
	2011-12	281	161	153	149		57%	54%	53%	
	2012-13	278	167	157			60%	56%		
	2013-14	241	143				59%			
<b>Total</b>	<b>All Cohorts</b>	<b>1,017</b>	<b>606</b>	<b>420</b>	<b>251</b>	<b>96</b>	<b>60%</b>	<b>54%</b>	<b>50%</b>	<b>44%</b>
U of I	2010-11	837	261	206	178	158	31%	25%	21%	19%
	2011-12	969	260	211	185		27%	22%	19%	
	2012-13	1,049	322	229			31%	22%		
	2013-14	1,031	332				32%			
<b>Total</b>	<b>All Cohorts</b>	<b>3,886</b>	<b>1,175</b>	<b>646</b>	<b>363</b>	<b>158</b>	<b>19%</b>	<b>23%</b>	<b>20%</b>	<b>19%</b>
<b>Statewide Totals</b>		<b>10,431</b>	<b>4,098</b>	<b>2,512</b>	<b>1,416</b>	<b>614</b>	<b>39%</b>	<b>33%</b>	<b>30%</b>	<b>28%</b>

*Universe too small for analyses*

*BSU - Boise State University, CSI - College of Southern Idaho, CWI - College of Western Idaho, EITC - Eastern Idaho Technical College, ISU - Idaho State University, LCSC - Lewis-Clark State College, NIC - North Idaho College, UI - University of Idaho, OSBE - Office of the State Board of Education. Covered Employment are those employed under the provisions of Idaho's unemployment insurance program, and do not include federal employees, those serving in the armed forces, foreign aid service (such as Peace Corps), missions work, paid athletes, real estate brokers, some agricultural workers and other self-employed occupations. Intra-state are students with Idaho residency status and inter-state do not have residency status. Graduates totals will not match official institutional records as matches were only made when social security numbers were available. See full research report for details. -- Idaho Statewide Longitudinal Data System -- June 2016.*

# Post-Secondary Graduate Retention Rates

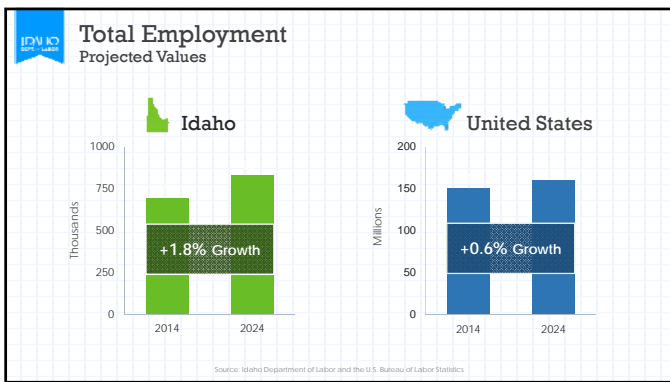


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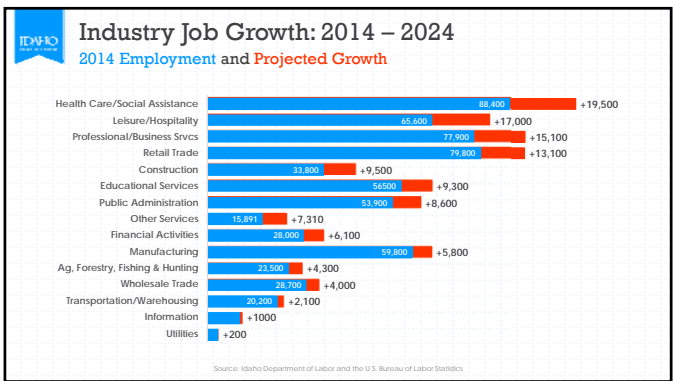
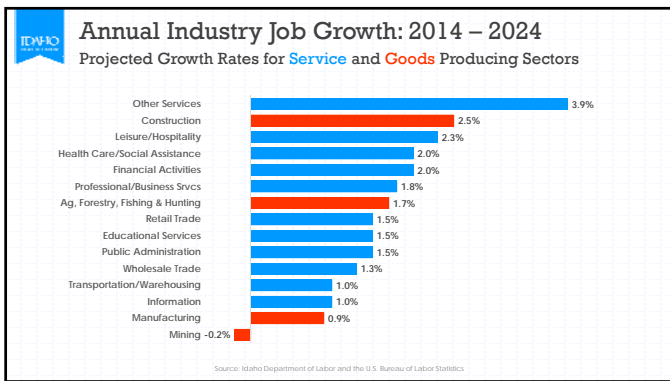


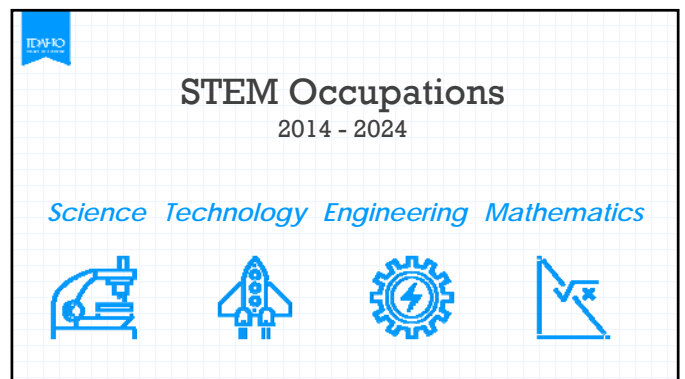
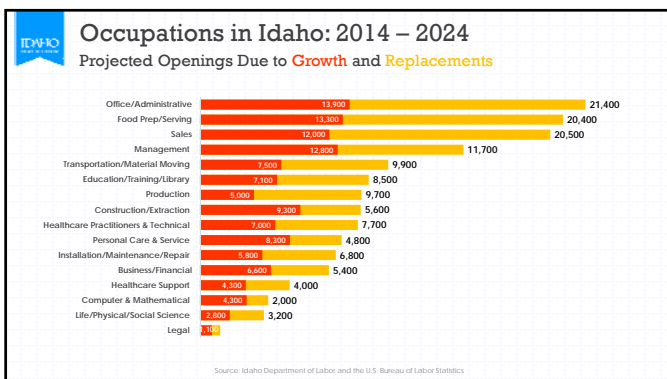
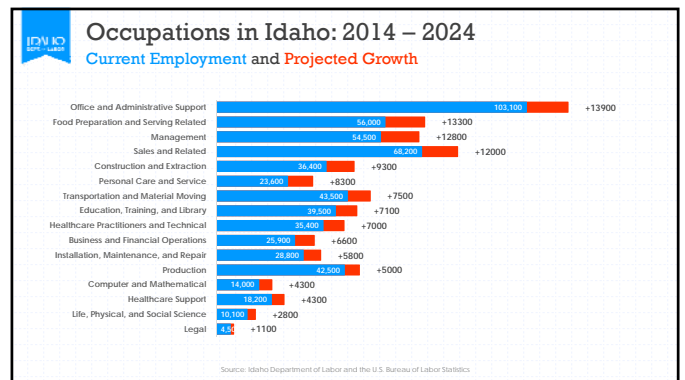
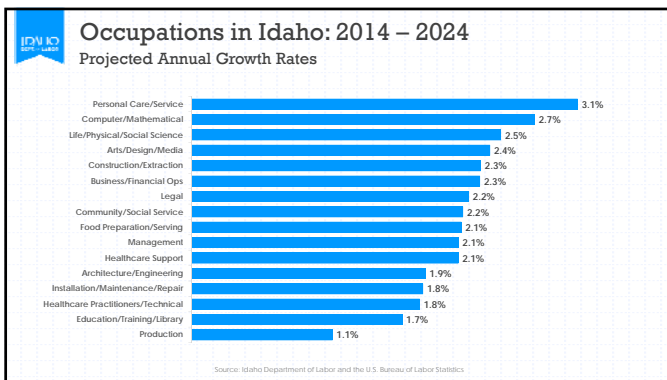
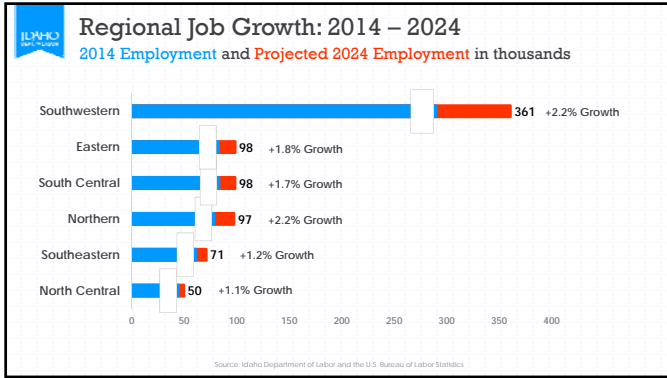
**Background: Our Projections Program**

- Biennial Projections – Bureau of Labor Statistics
- Industries and Occupations
- STEM Occupations
- Education Attainment



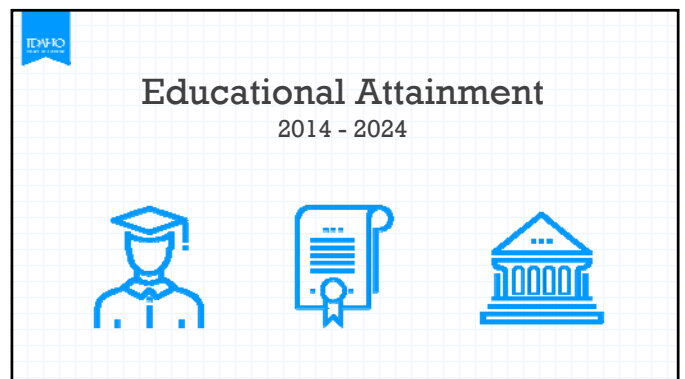
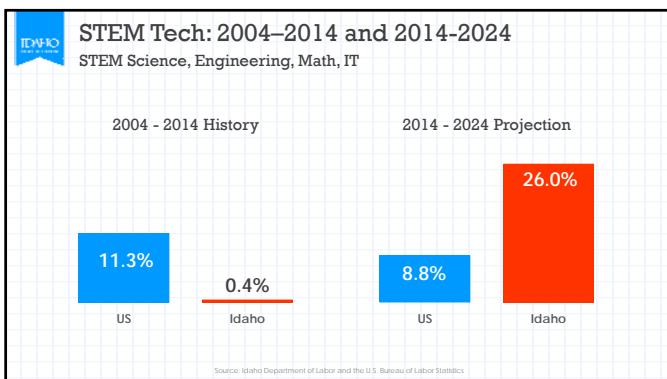
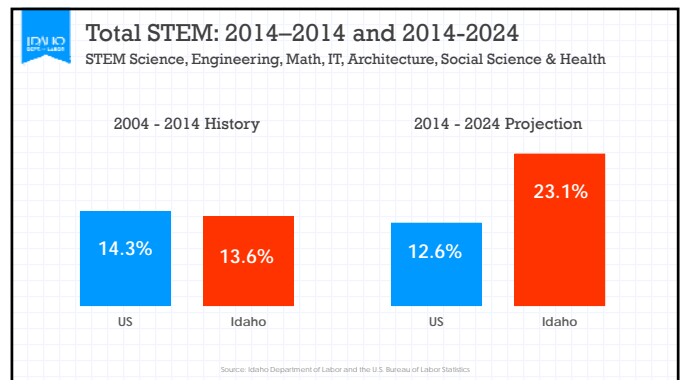
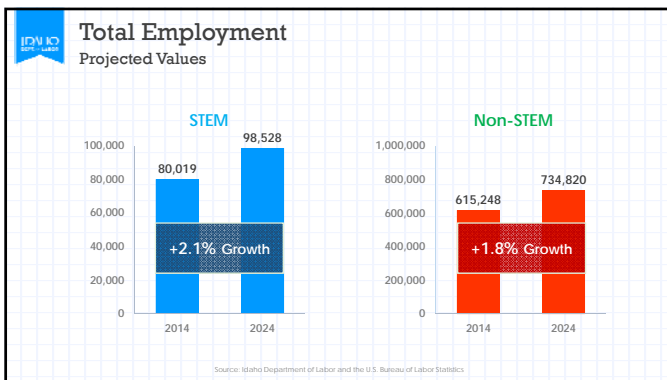
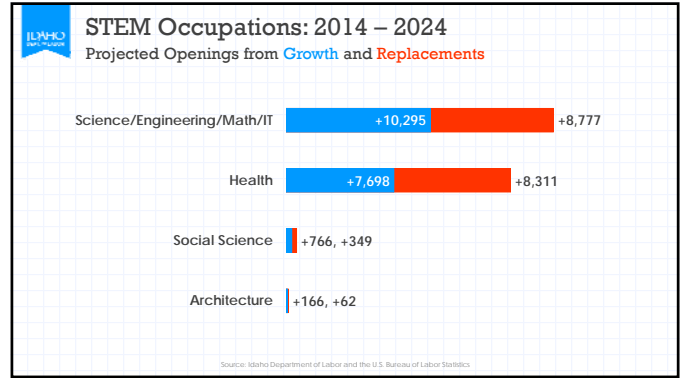
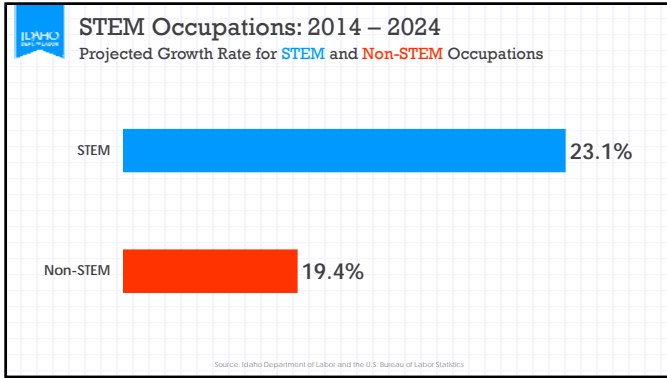
**Industry Projections**  
2014 - 2024



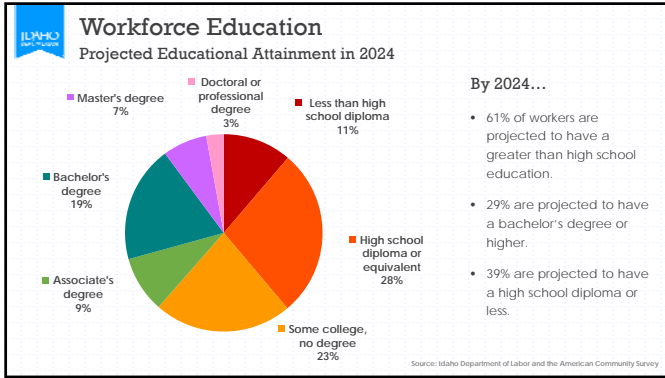


# PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

## OCTOBER 20, 2016







### Idaho's Hot Jobs

Occupational Projections from 2014 to 2024

Rank	Shift	Occupation Title	2024 Employment	Annual Openings	Percent Change	2014 Median Wage	Typical Entry Level Education
1	I3	Software Developers	6,969	259	36.8%	\$36.35	Bachelor's
2	I74	Lawyers	3,315	109	27.2%	\$37.04	Doctoral
3	I23	Management Analysts	2,959	106	34.4%	\$29.26	Bachelor's
4	I22	Accountants and Auditors	5,385	229	27.5%	\$29.33	Bachelor's
5	I19	Civil Engineers	2,133	96	28.3%	\$35.31	Bachelor's
6	I25	Personal Financial Advisors	1,141	53	39.3%	\$33.82	Bachelor's
7	I40	Business Operations Specialists, All Other	3,229	99	26.8%	\$30.03	Bachelor's
8	I5	Physical Therapists	1,347	59	29.8%	\$37.64	Doctoral
9	I10	Health Specialties Teachers, Postsecondary	1,209	45	30.4%	\$39.33	Doctoral
10	I1	Market Research Analysts and Marketing Specialists	1,949	71	38.3%	\$24.76	Bachelor's

Hot jobs are defined as occupations that are numerous, fast-growing and well-paying. Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics.

### Idaho's Hot Jobs

Occupational Projections from 2014 to 2024

Rank	Shift	Occupation Title	2024 Employment	Annual Openings	Percent Change	2014 Median Wage	Typical Entry Level Education
11	I9	Registered Nurses	14,357	242	20.3%	\$29.30	Bachelor's
12	I2	Nurse Practitioners	752	18	32.4%	\$44.52	Master's
13	I7	Industrial Machinery Mechanics	2040	50	32.3%	\$23.36	High School
14	I124	Veterinarians	745	18	31.4%	\$39.45	Doctoral
15	I10	Physician Assistants	760	17	28.6%	\$45.17	Master's
16	I207	Public Relations Specialists	805	22	37.8%	\$28.33	Bachelor's
17	I80	Network and Computer Systems Administrators	1,857	36	24.3%	\$29.28	Bachelor's
18	I315	Conservation Scientists	519	18	54.9%	\$28.82	Bachelor's
19	I21	Operations Research Analysts	572	18	44.1%	\$29.90	Bachelor's
20	I73	Web Developers	1,466	50	52.1%	\$18.31	Associates

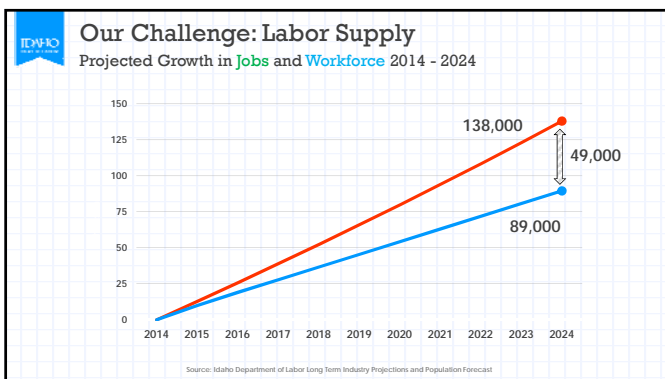
Hot jobs are defined as occupations that are numerous, fast-growing and well-paying. Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics.

### Idaho's Most Numerous Jobs

Occupational Projections from 2014 to 2024

Rank	Occupation Title	2024 Employment	Annual Openings	Percent Change	2014 Median Wage
1	Retail Salespersons	26,814	447	19.9%	\$10.68
2	Personal Care Aides	12,421	361	40.1%	\$9.440
3	Food Preparation and Serving Workers	14,538	346	31.2%	\$8.650
4	Customer Service Representatives	19,646	338	20.8%	\$12.84
5	Heavy and Tractor-Trailer Truck Drivers	16,322	277	20.4%	\$17.70
6	Registered Nurses	14,357	242	20.3%	\$29.30
7	Waiters and Waitresses	13,145	241	22.5%	\$8.83
8	Office Clerks	17,409	233	15.5%	\$13.46
9	Restaurant Cooks	7,908	212	36.6%	\$10.42
10	Cashiers	16,825	182	12.1%	\$9.15

Hot jobs are defined as occupations that are numerous, fast-growing and well-paying. Source: Idaho Department of Labor and the U.S. Bureau of Labor Statistics.



### Summary: Idaho's Long-Term Projections

In Idaho, by 2024:

- 138,000 new jobs are expected: an increase of 19.8% over 2014.
- Other Services is expected to grow at 3.9% annually, the fastest rate of any industry.
- Health Care and Social Assistance is projected to grow at 22%, the third fastest among all industries, but will add the most total jobs.
- Over 60% of workers will possess some education beyond high-school.



### Information Outreach

- Official News Release
- Presentations
  - Director Ken Edmunds  
Career Technical Education 12 Stop Statewide Tour
  - Regional Labor Economists:  
Post-secondary and education stakeholders  
Local Chambers of Commerce  
Business groups, economic development agencies

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# Idaho's Talent Accelerator Initiative

**Addressing Idaho's Workforce Training Needs  
September 2016**

Idaho Department of Labor • Ken Edmunds, Director

The Idaho Department of Labor is an equal opportunity employer and service provider.

**PPGA**

**TAB 4 Page 19**

## Introduction and Overview

The Idaho Department of Labor has projected a shortage of workers that will increase over the next 10 years, particularly for careers involving STEM education and technical skills. New job growth is projected at 138,000 positions but due to the aging workforce with baby boomers leaving the marketplace, Idaho employers will face a significant shortage of 49,000 workers with the necessary skills to fill those jobs.

The lack of workers properly trained to fill those anticipated jobs are not only an issue to Idaho employers but also to the State's ability to attract new or expanding companies looking for a skilled workforce. As a result, this inevitably puts pressure on our current training and educational programs to respond quickly to meet industry and company needs.

What is the solution? The State has relied heavily on the Workforce Development Training Fund originally created to bring companies to Idaho and help existing Idaho companies train their workforce with the skills to compete in the global economy. This fund has recently been more focused on collaborating with education and technical schools to provide more transferable skills gained through structured credential training programs.

The current workforce training funding is 3 percent of unemployment tax collections. Efforts to decrease the unemployment tax burden to employers also reduces the workforce training funds, reducing the State's ability to provide the necessary training to meet employer demands.

This paper includes a proposal to increase available training dollars and also create significant savings to employers by reducing unemployment taxes through restructuring of the current funding mechanism.

## Idaho's Talent Accelerator Initiative

### Idaho's Talent Challenge

Idaho's economy is robust and strong. State tax revenues are increasing through higher company profits and employee wages. The State has led the nation several times recently in the percentage of job growth. Unemployment continues at or below what economists consider to be full employment.

Idaho's strong economy has led to a shortage of available skilled workers. Unemployment remains at record low levels - well below the benchmark for full employment. In addition to a general shortage of applicants, employers are concerned with applicants' lack of critical skills and training. Even with the shortage, many workers continue to be unemployed or underemployed due to a lack of training and skills. The State's economic growth is seriously constrained by the shortage of needed talent.

### Idaho's Workforce Development Training Funds

In 1996 during a period of Idaho's strongest economic growth, Gov. Phil Batt and the Idaho Legislature created the Workforce Development Training Fund (WDTF) by increasing the State's unemployment taxes and dedicating 3 percent of tax collections to the WDTF. The fund was established as an employer tax to avoid competition with education for general fund dollars.

As a result, workforce training dollars were directly infused into new or expanding businesses and the program was used as an incentive for recruiting new companies to the State. Since then, program improvements have been made and in 2016, the Legislature approved changes that allow greater flexibility to address workforce needs, including the training of existing workers.

Industry Sector Grants were established in 2014 and require three or more companies to join with an education partner in a targeted effort to address a specific talent shortage. The companies are required to participate in the development of the curriculum and make a 25 percent cash match as well as in-kind contributions.

Micro Grants were established in 2015 to address training needs for rural and underserved groups. Applicants must show a combination of business, community and education partners working together to solve a local workforce need.

Today, there is greater participation and coordination among Idaho's education partners and industry. Training projects result in transferrable skills for participating trainees and participant requirements are designed to ensure the greatest return on investment. With the growing shortage of skilled workers, the success of these programs has greatly increased their demand.

## **The Dilemma Between Unemployment Taxes and WDTF Funding**

The Department of Labor has been working to reduce the unemployment tax rate and tax collections through sound financial management, fraud prevention and other efforts. In 2010-2012, the unemployment tax base rate peaked at 3.36 percent with unemployment tax collections reaching \$320 million in 2012. The base rate has fallen to 1.488 percent for 2016 with a Department objective of allowing the rate to decrease below 1.0 percent. Even with a much higher employee wage base, the robust economy has allowed collections to reduce to less than \$200 million, a savings to employers of more than \$120 million per year.

Since the WDTF is 3 percent of these collections, available funding has been decreasing from a peak of \$10 million per year to an average of just over \$5 million per year. With the demand for the industry-led training programs accelerating in more areas, available funds for these programs is now half of what was previously available.

The dilemma is WDTF revenues are a function of UI tax collections and reducing the UI tax rate decreases WDTF revenues.

## **Defining the Objectives**

The Department of Labor has set two objectives:

- ***Decrease the unemployment insurance (UI) tax rate with a target of 1 percent.***
- ***Generate WDTF training dollars with a target \$10 million in additional funds.***

The Department of Labor believes that both objectives can be achieved. First, the UI reserve funds have now reached a strong, sustainable level. The legislated formula for calculating the UI tax rate can be adjusted to further reduce the tax rate and create tax savings for employers without risking the stability of UI reserves.

Second, a portion of the tax savings can be redirected to increasing WDTF funding. The volatility of the funding as a percentage of UI tax collections can be avoided by establishing a separate funding mechanism that is a percentage of total employee base wages.

### **Understanding the UI Tax Rate and Its History**

The UI tax rate is based on expected needs for payment of unemployment benefits in future economic cycles. The formula for the rate calculation is set in Idaho Statute by the Legislature. Various approaches have been used over time to set this rate. Currently the rate is based on a rolling 20-year history of Idaho's economy and includes three recessionary periods and a "risk factor" multiplier. The Department of Labor projects future employment levels, compensation and the expected benefit payments and establishes the rate based on the legislative formula.

The "risk factor" multiplier is applied to these future expected benefits. Prior to the last recession, this factor was set artificially low at 0.8 based on input from various stakeholders including business. The expectation was that the State would not see a significant recession and therefore the risk factor could be set lower. With the Great Recession, this resulted in breaking the UI reserve fund, which required the State to borrow money from the federal government. In order to avoid a federal surtax on employers as a way to pay that money back, the Department issued \$200 million in bonds. A provision of the bonding agreement is that the multiplier increase by 0.1 each year until the factor reached 1.5. The factor is currently at 1.3 with two annual increases pending.

With the higher UI tax rate, the bonds have been repaid. The UI reserve fund balances will soon top \$800 million and are expected to grow to almost \$1 billion over the next four years.

### **WDTF Funding – Redirecting a Portion of the Savings to Workforce Training**

The Department of Labor recommends separating funding for the WDTF from the calculated UI tax rate and collections. The Department recommends the funding be a percentage of wages, which tend to be more stable and predictable than a more volatile, moving tax rate.



## The Proposal

Based on its forecasting model, the Department believes a 1.3 multiplier and the resulting combined trust fund are adequate enough to protect against insolvency. The model also suggests the combined trust fund using a risk factor of 1.3 will withstand an economic contraction as large as the Great Recession. Fund reserves also will continue to grow - but at a slower rate.

The Department of Labor recommends the following changes:

**UI Taxes** - Take steps to lower the UI base rate with a goal of a rate less than 1.0 percent in an expanding economy by capping the UI risk factor multiplier at 1.3.

- The reserve funds will be able to withstand another great recession.
- Employer taxes will decrease by more than \$95 million over three years.

**Workforce Development Training Fund** - Create a separate WDTF funding stream at 0.1 percent of base wages by removing WDTF funding from UI tax rate and collections.

- Creates a more stable funding stream.
- Increases annual funding by \$10 million.
- Establishes average cost of \$26 per employee annually.

*These changes will result in UI tax savings of \$95 million to employers over three years while increasing workforce training funds by \$32 million - a net savings to employers of \$63 million through 2020.*

### Lower Taxes, More Training (in millions)

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>Total</u>
<b>Multiplier Savings</b>	<b>-\$36.0</b>	<b>-\$37.0</b>	<b>-\$22.0</b>	<b>-\$95.0</b>
<b>WDTF Restructure</b>				
Remove 3% of UI taxes	- 5.7	- 5.3	- 4.9	- 15.9
Add 0.1% of Base Wages	<u>+ 15.4</u>	<u>+15.9</u>	<u>+ 16.3</u>	<u>+47.6</u>
Net Impact	<u>9.7</u>	<u>10.6</u>	<u>+ 11.4</u>	<u>+31.7</u>
<b>Total Employer Effect</b>	<b><u>-\$ 26.3</u></b>	<b><u>-\$26.4</u></b>	<b><u>-\$10.6</u></b>	<b><u>-\$63.3</u></b>

**Impacts on the Workforce Development Training Fund**

As illustrated below, the proposed changes will increase Idaho’s training funds by more than \$10 million each year.

**WDTF Revenues**



**Governance** - The WDTF is under the control of the Idaho Workforce Development Council (Council). The Council, as established by the Legislature and Governor, represents a mix of industry, organized labor, education and government representatives. The Council would continue to direct the use of the funds, including allocation to different programs, grant application and approval guidelines, and holds the Department accountable for program effectiveness. The Council would establish a single industry-led grant review and approval team to assure a coordinated approach to funding training needs.

**Existing WDTF Programs** - Existing programs would be evaluated and expanded as directed by the Council. Funding for each program would be critically evaluated prior to each new round of grants in order to meet evolving industry requirements. Programs will emphasize the connection of business and education and provide additional funding for education.

**Career and Technical Education (CTE) Start-Up Fund** - A fourth program would provide an accelerated response to the State's career and technical education needs. In 2016 the Legislature has increased base funding for CTE programs, particularly in areas with a backlog of applicants for training programs. Even with the increased funding, the current funding cycle is not responsive. The cycle results in a minimum of 18 months before a new program is started and longer before participants reach the workplace.

An emphasis on the CTE Start-Up Fund will meet short-term training needs of employers with more agile and rapid response to employer needs. It will support start-up capital for new CTE programs and new training programs that do not fit in the existing funding cycle. It would not be used for base funding on ongoing programs but could be used for pilot programs to establish their need and sustainability.

**Possible Fund Allocation** – The Council will determine how funds will be allocated to meet industry needs. An example of how the funds could be allocated is:

### FY 2018 Projection Under Proposal

	<u>FY 2017</u>	<u>FY 2018</u>
Program Staffing and Administration	\$0.8 million	0.8 million
Direct Employer Grants	2.1	3.6
Micro-Grants (Rural)	0.5	1.0
Industry Sector Grants	2.0	5.0
CTE Programs	<u>0.0</u>	<u>5.0</u>
<b>Total</b>	<b><u>\$ 5.4 million</u></b>	<b><u>\$15.4 million</u></b>

**Targeted Industry Sectors and Programs** - Funding would continue to be targeted at the four industry sectors identified by the Council. These industries and some specific occupations are:

- Advanced manufacturing - food processing, lumber products, metal fabrication and aerospace
- Health care – nursing, medical technicians and medical support positions
- High-Tech – systems engineering, software development and specialized industry applications
- Energy – nuclear, utilities and delivery systems

Within these industry sectors, training programs emphasize:

- Higher wage jobs and career advancement
- Work-based learning opportunities through apprenticeships and internships
- Career skills (also known as soft skills) including critical thinking, workplace etiquette, teambuilding and other skills necessary for success
- Transferability of skills for changing careers and employers

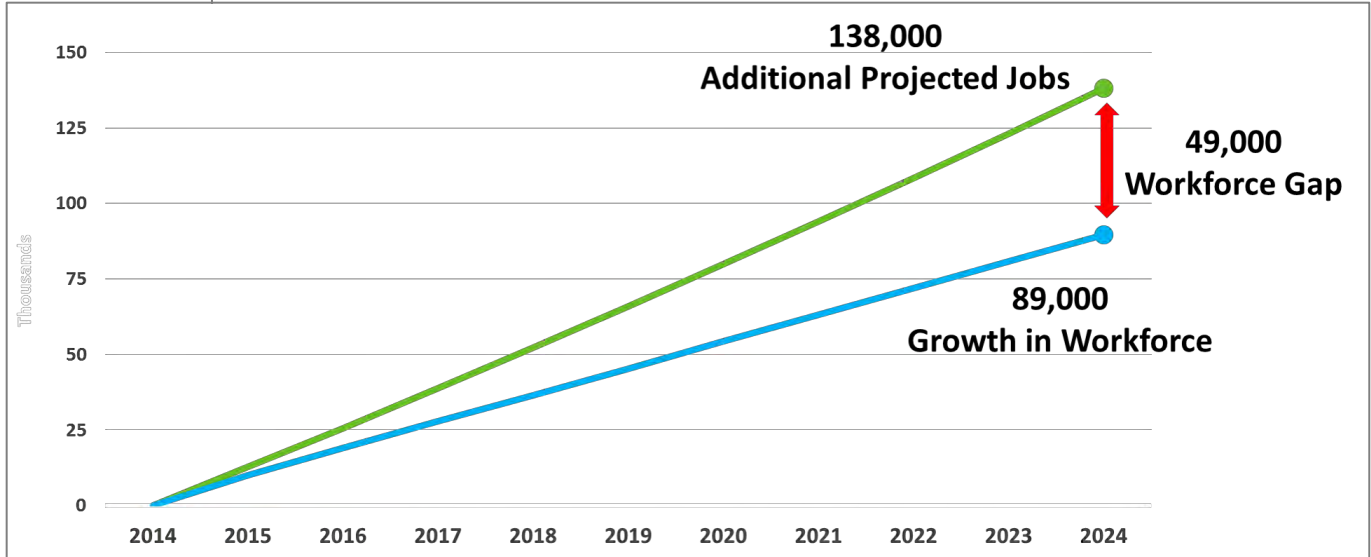
## Idaho's Talent Accelerator Initiative

### Index of Appendices

	<b>Appendix</b>
Labor Projections – Workforce Shortfall -----	1
STEM Projections -----	2
Unemployment Insurance Base Tax Rate -----	3
Unemployment Insurance Reserve Fund Balances-----	4
Unemployment Insurance Tax Revenue Projections -----	5
Unemployment Insurance Fund Balance Projections-----	6
WDTF Funding Projections -----	7
Impact of the Talent Accelerator Initiative -----	8
Approval Process -----	9
Direct Employer Grant Examples -----	10
Industry Sector Grant Examples -----	11
Micro Grant Examples -----	12

Appendix 1

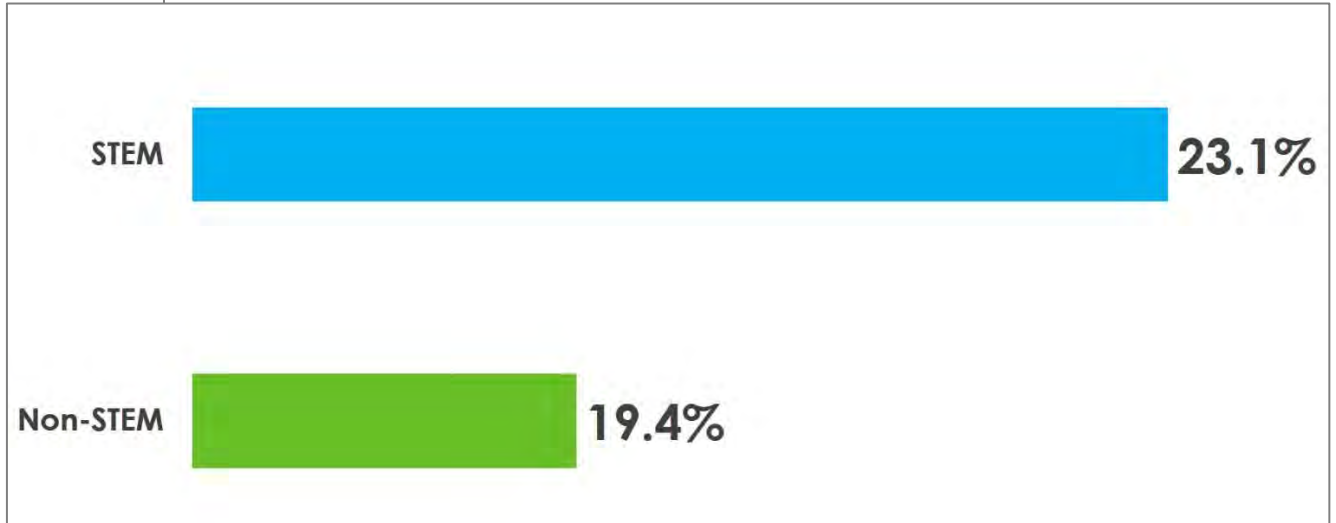
Labor Projections – Workforce Shortfall



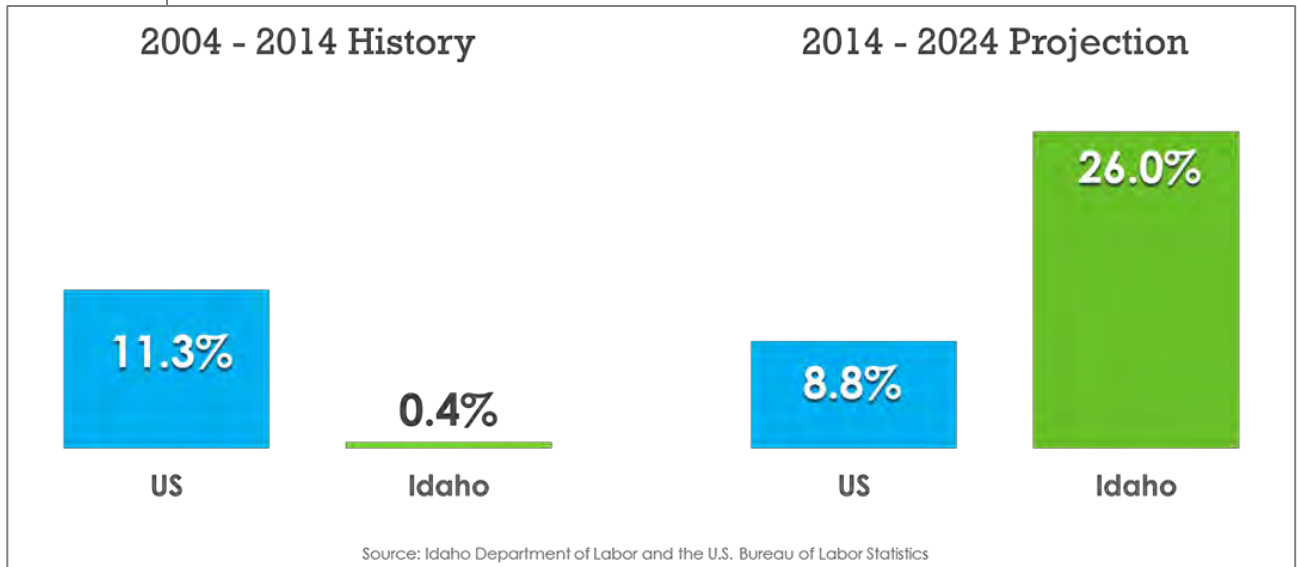
The Department's 2014-2024 projections indicated Idaho's economy has the capacity to add another 138,000 jobs over the next decade. However, if Idaho's population and workforce grow as demographers predict and add only 89,000 workers, a workforce shortage of 49,000 could temper economic growth.

Appendix 2

**STEM and Non-STEM Occupations  
Projected Growth Rate (2014-2024)**



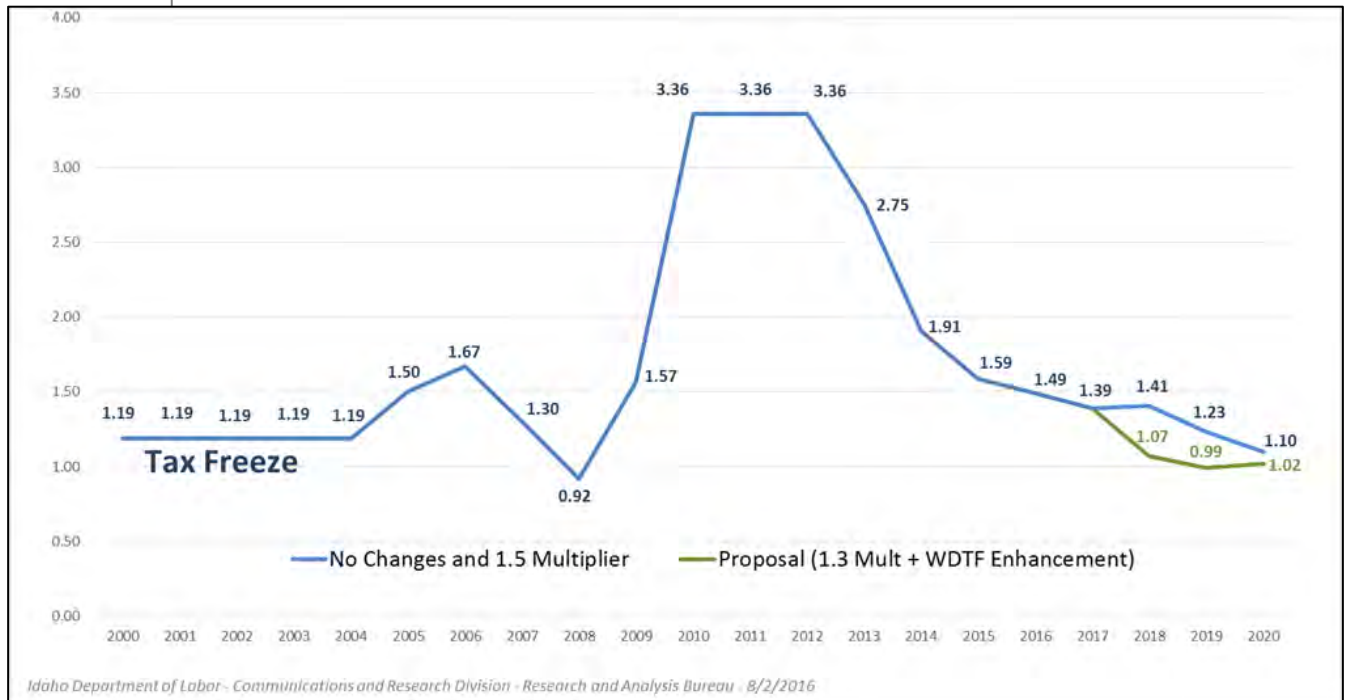
Over the next decade, STEM jobs are forecasted to grow significantly faster than non-STEM jobs.



Over the past decade, STEM job creation for the United States significantly outpaced growth in Idaho STEM jobs. Over the next decade, Idaho STEM jobs are forecasted to significantly outpace growth in STEM jobs for the nation.

Appendix 3

UI Base Tax Rate

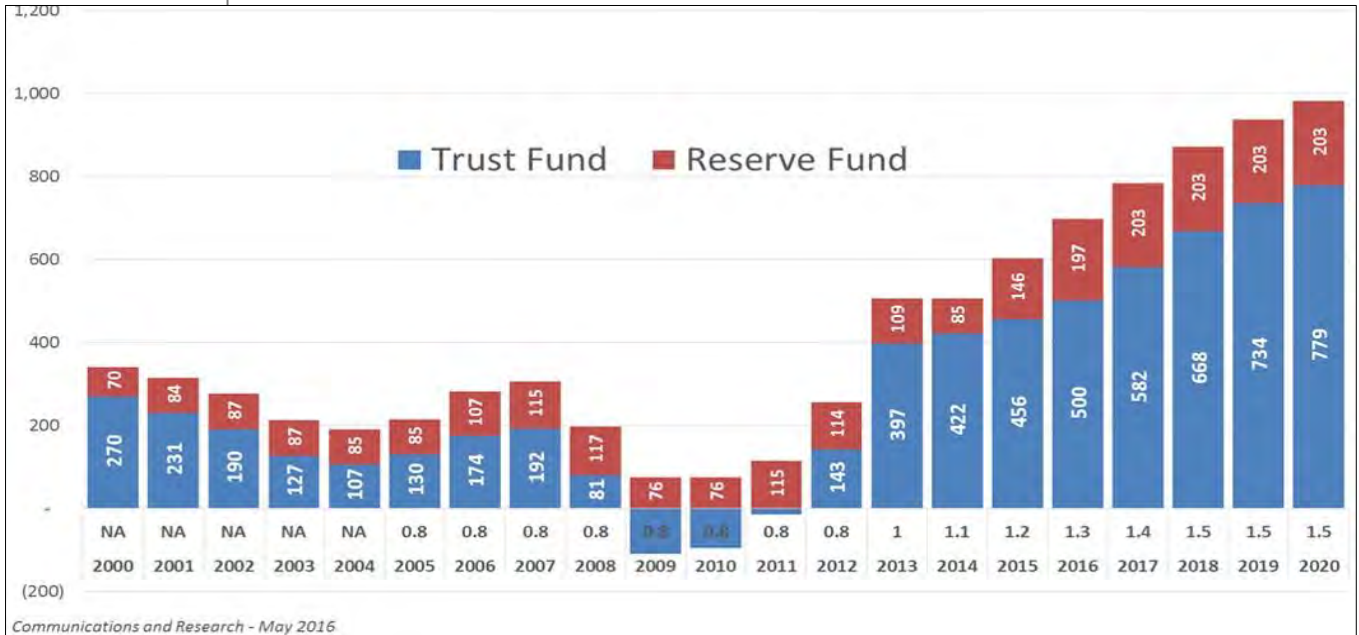


In an expanding economy, the Talent Accelerator Initiative will allow Idaho's base unemployment insurance tax rate to drop to near record lows at around 1 percent.



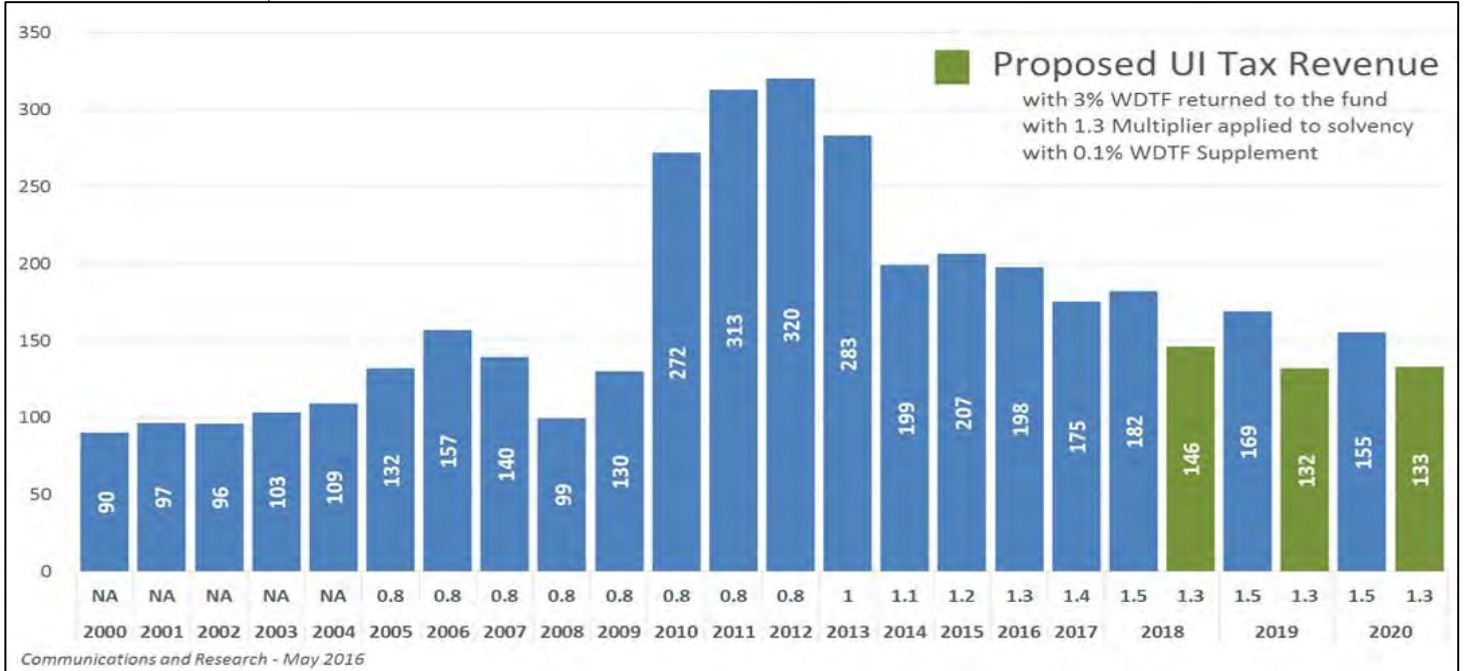
Appendix 4

Unemployment Insurance Fund Balances  
(Current System)



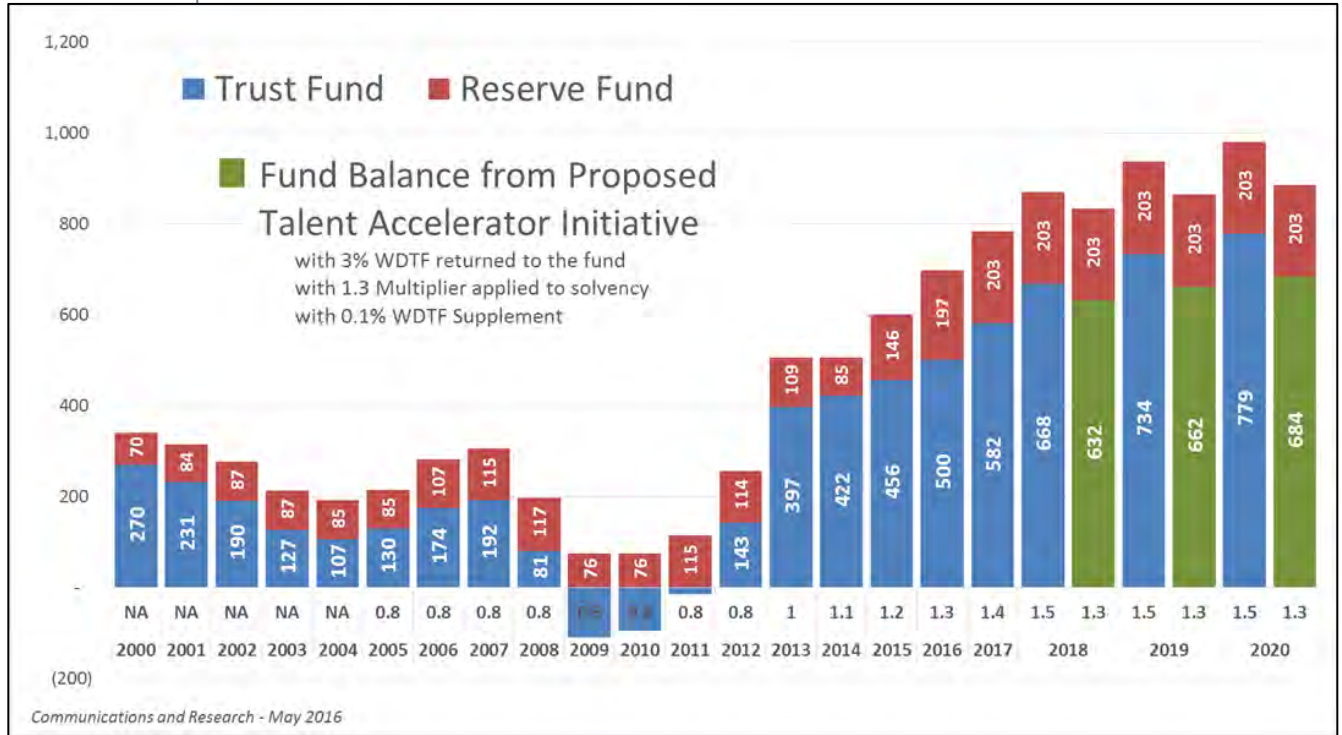
Appendix 5

Unemployment Insurance Tax Revenue Projections



Appendix 6

Unemployment Insurance Fund Balance Projections



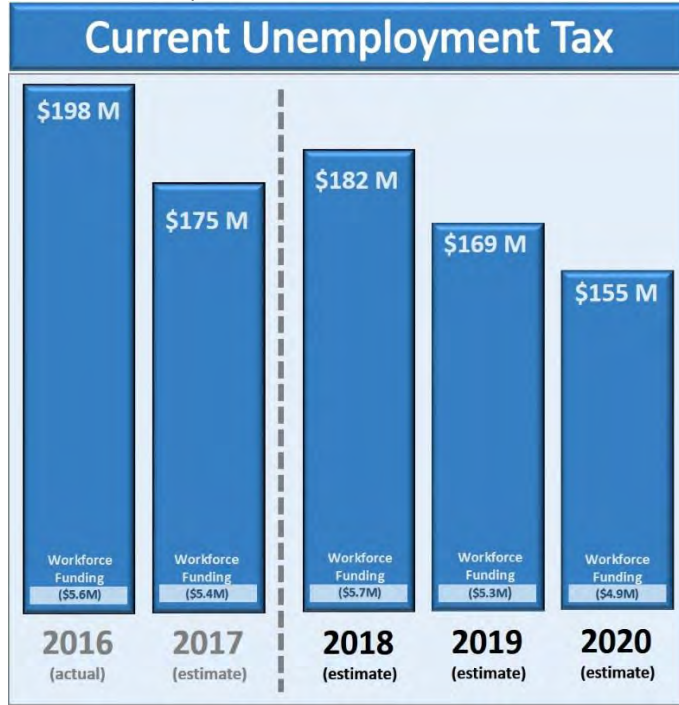
Appendix 7

WDTF Funding Projections



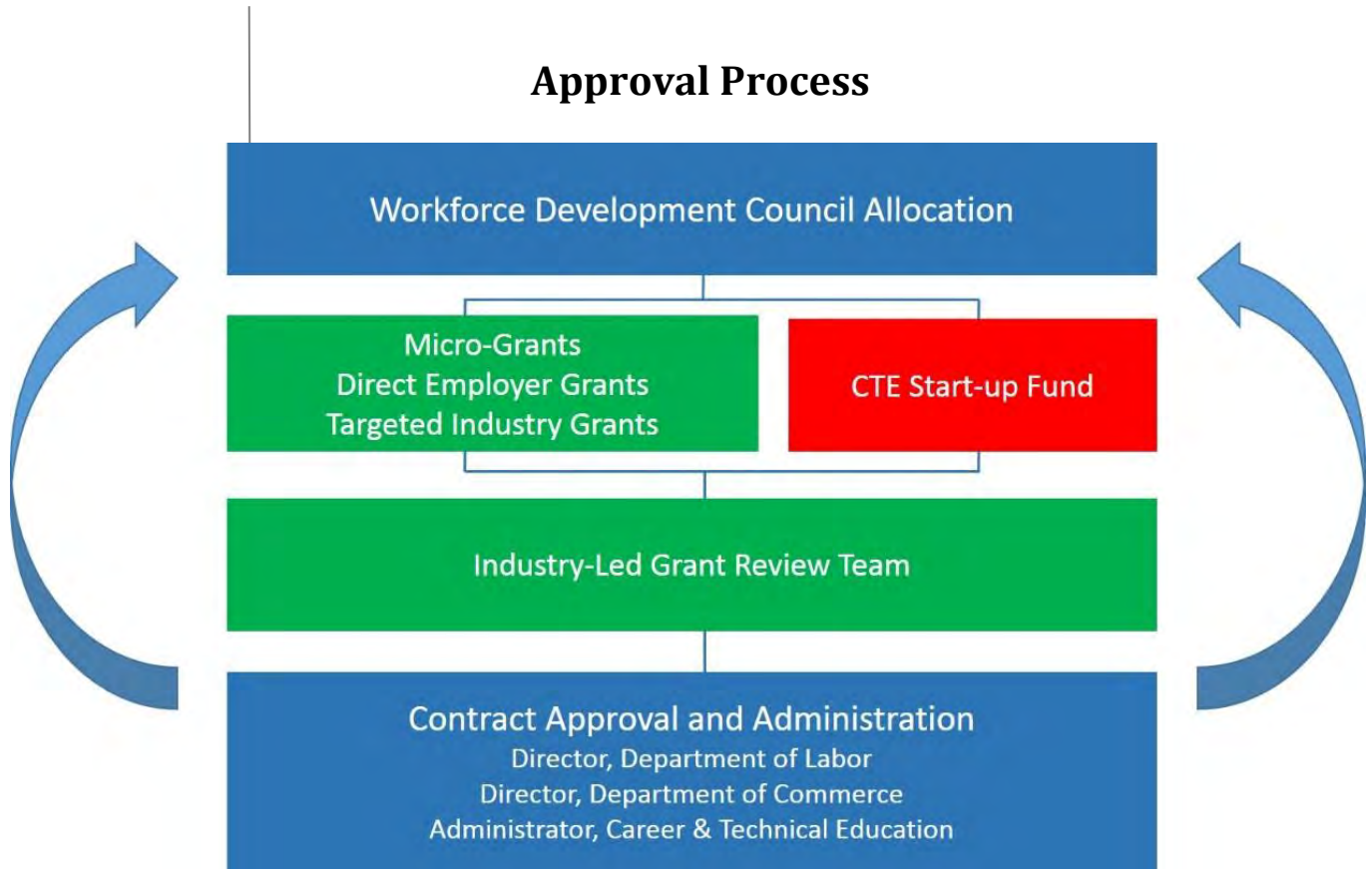
Appendix 8

Impact of the Talent Accelerator Initiative



Appendix 9

Approval Process



## Appendix 10

### Direct Employer Grant Examples

- **Lead-Lok, Sandpoint** – Manufacturer Custom Medical Equipment. Awarded: \$56,928 to train and certify 24 positions on Kanban inventory, Lean Manufacturing Principals and Safety Training. Employees also received training on Modular Automated Robotic Systems Training (MARS); Earned certifications in Administering SolidWorks Enterprise PDM Training. Actual cost per trainee: \$1,694.29; Actual average wage: \$24.40/ hr.
- **Ace Co, Boise** – Manufacturer of Semiconductor/ LCD/ Solar Components. Awarded: \$25,326 to train and certify 14 new permanent positions on GibbsCAM Production Milling & Turning with Solids Import; and SOJT on Semiconductor Small Part Machining. Heian Setup and Operations for Diffuser Manufacturing, ERP Software, Lean Manufacturing. All 14 employees received nationally recognized certification in GibbsCAM. Employer hired three more employees than planned. Actual cost of training per employee: \$1,809. Actual average wage: \$16.43/hr.
- **Sorrento Lactalis, Nampa** – Largest cheese manufacturer in the United States. Awarded: \$286,546 to train and certify 59 new permanent positions on Lean Practices: Kaizen, Value Stream Mapping, PLC, Supervisory skills, industrial electricity, open vat technology, HTST Certifications, Dairy science, Holmatic Packaging, Chemical and Safety Training, AutoCAD. Total number of hires exceeded plan: 119 employees. Actual cost of training per employee: \$4,834.41. Actual average wage: \$18.08/ hr.
- **Chobani, Twin Falls** – Manufacturer of the high quality yogurt made with only natural ingredients. Awarded: \$4,532,800 to train 800 new permanent positions on Lean Six Sigma, Yogurt production operations, GMP, Management & Supervisor Training, Product Efficiency, Waste & Yield, HSTS Lead, HSTS Operations and Leadership, Training the Trainer, Sleeving and CIP, Logistics, Quality Assurance, and certifications on Safe Quality Food Practitioner, Hazard Analysis and Critical Control Points. Total number of hires exceeded plan: 1,177 employees. Actual cost of training per employee: \$3,592.33. Actual average wage: \$18.00/ hr.
- **Monsanto, Soda Springs** – Producer of elemental phosphorus, a key component for farming. Awarded: \$58,880 to train 8 new permanent positions on an internal Monsanto Apprenticeship Welding training through Idaho State University. Actual cost of training: \$7,360. Actual average wage: \$27.02



## Appendix 11

### Industry Sector Grant Examples

#### Completed

- **North Idaho College:** Wood Products Manufacturing Center for Excellence. Awarded \$281,036 to train 116 employees on Programmable Logic Control, Log Scaling, and Saw Filing. Matching Partners = \$93,679 from Idaho Forest Group, Potlatch Corp. and Stimson Lumber. Actual Outcomes: Total trained: 135. Actual WDTF cost per trainee: \$1,831.39 (\$591.34 less than planned). Planned average wage \$16.00/ hr. Actual 24.94/ hr. Training Outcomes: 37 Employees earned certification from the Intermountain Filer Education Association; 78 employees completed PLC- Electricians and Industrial Mechanics. NIC's CTE division will develop a Mechatronics curriculum based on the success of the PLC training developed by this grant. Thirty-three employees participated in the Log Scaling training with a majority going to receive their Idaho State scaler license. Of the 33, 2 employees received their Idaho Board of Scaling Practices licenses.

#### In Process

- **Boise State University:** Computer Science Expand. Awarded \$1 million to increase the computer science graduates from 30 to 60 trainees. Training includes: Computer Science I, and II; Ethical Issues in Computing, Intro to Systems Programming, Data Structures, Programming Languages, Algorithms, Computer Architecture, Operating Systems, Software Engineering, Databases, Intro to Computer Networks, Parallel Computing, Programming Language Translation, Distributed Systems, Intro to Artificial Intelligence, Computer Graphics, Object-Orientated Design Patterns, Software Quality, Senior Project Design and Senior Outcome Assessment. Matching partners: \$310,768 from Clearwater Analytics, Cradlepoint Inc., Focus IP Inc., Hewlett-Packard Co., Impact Sales Inc., Keynetics, MetaGeek, WhiteCloud Analytics. Outcomes thus far: Spring 2016: Graduated 36 bachelor's degrees in computer science bringing total 63 graduates (34 percent increase from 2014-2105).  
Total unique participants: 52
  - Total scholarship funding awarded: \$274,000.00
  - Total participants with industry internships: 41; average wage: \$21.80/ hr.
  - Total participants graduated to date: 39



- Most IDOL WDTF partners are continuing their funding for scholarships beyond the program end date.
- IDOL WDTF partners continue to stay engaged in Boise State CS programs (such as the industry advisory board, senior design project seminar, etc.) allowing for increased collaboration and ensuring that future talent needs are met.
  
- **Idaho State University:** Pocatello/ Meridian campus. Awarded \$532,180 to increase physician assistants to 48 more trainees, planned average hourly wage: \$42. Matching partners: \$141,709 from Treasure Valley Anatomy and Physiology Laboratories, St. Luke's Health System, Blue Cross of Idaho.
  - Outcomes thus far: Total of 72 students completed courses and continuing with the training and practicums in the field.

**Appendix 12**

**Micro-Grant Examples**

<i>Organization Name</i>	<i>Start Date</i>	<i>Contract Amount</i>	<i># to be trained</i>	<i>Planned Average Wage</i>	<i>Industry Training Plan</i>
College of Western Idaho	8/15/2015	\$25,000	14	\$10	Masonry training modeled as an apprenticeship "Earn and Learn"
Lemhi County EDA, Inc.	8/20/2015	\$25,000	71	\$12	Certified Nurse Aid In-Person Training
St. Maries JSD# 41	9/1/2015	\$25,000	35	\$28	Welding, Millwork, Diesel Mechanics, and Solid works/ computer programming
City of Mountain Home	9/15/2015	\$25,000	25	\$15	Auto-Community Aided Drafting/ Solid works
Community Action Partnership – St. Maries	8/12/2015	\$25,000	10	\$8	"Bridges to Work" (soft skills & basic work skills, personal goal coaching to improve job retention)
Community Action Partnership – Kamiah	8/12/2015	\$25,000	10	\$8	"Bridges to Work" (soft skills & basic work skills, personal goal coaching to improve job retention)
City of Driggs, ID	10/1/2015	\$25,000	30	\$15	Online Information Technology Skill Building
Partners for Prosperity	9/16/2015	\$25,000	200	\$11	Financial literacy, soft skills and job readiness training.
Madison Memorial Hospital	8/27/2015	\$25,000	123	\$10	Ostomy Management Specialist Certification
Community Action Partnership – Region 2	9/23/2015	\$25,000	20	\$9-\$12	"Bridges to Work" (soft skills and work readiness skills) targeted to Seniors at Alternative High School
Idaho-Lewis County Technical Education Foundation	9/30/2015	\$25,000	18	\$9.50	Machinist entry level skills in classroom and on job site for 12 high school seniors and 6 current employees
Idaho State University	9/30/2015	\$19,740	150	Will submit	Soft skills training for new employees with five business partners and in HS classrooms
College of Western Idaho	9/30/2015	\$25,000	280	\$10.50	Certificate programs for restorative aide, palliate care/hospice aid and mental health aide
Orofino JSD #171	10/2/2015	\$24,977	122	\$11.50	Construction, metal fabrication and auto maintenance entry level training for HS students
Boise Code Works	1/27/2016	\$25,000	137	\$25	Coding
City of Fairfield		\$25,000	28	\$15-\$22	AutoCAD training
Lewiston High School		\$22,584	137	\$15	AutoCAD training
Lewiston High School		\$22,670	61	\$12-\$14	Machining

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 20, 2016**

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**SUBJECT**

Workforce Development Council – Annual Report

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 72-1336, Idaho Code

Executive Order 2015-02 – Establishing the Workforce Development Council for planning and oversight of the state’s workforce development system

**BACKGROUND/DISCUSSION**

The Workforce Development Council (Council) was created by Governor Phil Batt in 1996 by consolidating four advisory groups that dealt with workforce development issues. The Council has served as the state workforce board under the Job Training Partnership Act, the Workforce Investment Act and currently under the Workforce Innovation and Opportunity Act. The Council’s 26 members are constituted from the following:

- a. Representatives of business and industry shall comprise at least 40% of the members;
- b. At least 15% of the members shall be representatives of local public education, postsecondary institutions, and secondary or postsecondary vocational educational institutions;
- c. At least 15% of the members shall be representatives of organized labor based on nominations from recognized state labor federations;
- d. Representatives from the Department of Commerce, Department of Labor, the State Board of Education, Division of Career Technical Education and the Superintendent of Public Instruction; and
- e. A representative of a community-based organization.

The Council is responsible for advising the Governor and the State Board of Education (Board) as appropriate and at regular intervals on items that include but are not limited to:

- a. Development of the statewide strategy for workforce development programs;
- b. Development of the Workforce Innovation and Opportunity Act State (WIOA) Plan
- c. Preparation of the annual report to the U.S. Secretary of Labor as required under Section 103 of WIOA;
- d. Development and continuous improvement of comprehensive state workforce services and performance measures;
- e. Development of a statewide employment statistic program and a plan for comprehensive labor market information;
- f. Development of technological improvements to facilitate access to and improve the quality of workforce system services and activities; and
- g. Development of comments at least once annually on the Carl D. Perkins Vocational and Applied Technology Education Act.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 20, 2016**

---

To fulfill the responsibility of the Council as outlined in statute and executive order, B.J. Swanson, Vice Chair of the Council, will be making the Council's report to the Board.

**ATTACHMENTS**

Attachment 1 – Workforce Development Council Annual Report


Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

The Council was established to provide strategic direction and oversight of Idaho's workforce development system. The Council members represent business, workers, education, state and local government and community based organizations. The primary role of the Council is to advise Governor C.L. "Butch" Otter and the Board on strategies designed to yield high quality workforce investment services for Idaho's businesses, job seekers, and students.

**BOARD ACTION**

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



**Idaho Workforce Development Council**  
Governor C.L. "Butch" Otter  
Chair Tim Komberec  
Vice-Chair B.J. Swanson


**Advisory Report  
to the  
Idaho State Board of Education**

**October 20, 2016**

*WIOA Combined State Plan*

**Priorities**

- Serving Rural Communities;
- Alignment of Career Pathways to Target Sectors;
- Attracting, Training and Retaining quality staff;
- Connecting Youth in the Workforce;
- Focus on Individuals with Significant Barriers to Employment

Idaho Workforce Development Council 

**Workforce Development Council  
Strategic Goals**


- Promote policies to align workforce and education
- Build a highly skilled workforce committed to continuous learning
- Support a comprehensive education and workforce delivery system

Idaho Workforce Development Council 

*WIOA Combined State Plan*

**Strategies – Career Pathways**

- Develop a comprehensive, aligned Career Pathway system;
- Promote the use of a competency-based system that utilizes stackable micro-credentials (SkillStack)

Idaho Workforce Development Council 

*WIOA Combined State Plan*

**Vision Statement**

Idaho's workforce development system will:


- Improve access to education, economic opportunity, and employment for all Idaho job seekers;
- Focus on those individuals with significant barriers to employment;
- Develop a skilled and competitive workforce that meets the needs of Idaho's employers;
- Stimulate the vitality of our local economies;
- Promote a state economy that is globally competitive.

Idaho Workforce Development Council 

*WIOA Combined State Plan*

**Strategies – Youth in the Workforce**

- Expand options for non-traditional education and alternative learning modalities (e.g. apprenticeships, distance education, compressed scheduling);
- Career awareness
- Evaluate and target outreach and recruitment efforts for out-of-school youth

Idaho Workforce Development Council 

*WIOA Combined State Plan*

**The Details**


- Oversight – WDC
- Coordination of state agency activities
- Collaboration amongst partner programs
- Increased participation from Industry and Business

Idaho Workforce Development Council 

*WIOA Combined State Plan*

Link to public copy of WIOA Combined State Plan:

[www.Labor.Idaho.gov/WIOAStatePlan](http://www.Labor.Idaho.gov/WIOAStatePlan)

Idaho Workforce Development Council 

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 20, 2016**

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**SUBJECT**

Board Policy I.E. Executive Officers – Second Reading

**REFERENCE**

October 2010	Board approved first reading of Board Policy I.E.2. Presidents/Agency Heads allowing CEO's to receive stipends or other forms of compensation for unrelated duties or activities
December 2010	Board approved second reading of Board Policy I.E.2
December 2015	Board approved first reading of Board Policy I.E. Executive Officers, regarding the timely reporting of events.
February 2016	Board approved second reading of Board Policy I.E. Executive Officers
August 2016	Board approved first reading of Board Policy I.E. Executive Officers – vehicle allowance

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections I.E. Executive Officers.

**BACKGROUND/DISCUSSION**

State Board of Education Policy, Section I.E., grants each institutional president the use of an institution automobile, maintained by the institution, or a vehicle allowance, at their discretion. When using an institution owned vehicle it is customary for the institution to assign the vehicle to the institution president for their sole use. Currently state owned or controlled vehicles (with few exceptions for law enforcement) are required to be conspicuously marked as state vehicles (Idaho Code §49-2426) and are only allowed to be used for official business.

The proposed amendments to Board Policy I.E. Executive Officers would eliminate the option for the chief executive officer to use an institution vehicle, and would set out provisions for a vehicle allowance. The proposed amendments bring the policy into alignment with state requirements.

**IMPACT**

Approval of the proposed amendments would eliminate the conflict between Board policy and the state prohibition against state vehicles being used for personal use.

**ATTACHMENTS**

Attachment 1 – Board Policy I.E. Executive Officers – Second Reading Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Board staff received one comment regarding concern over the insurance requirements from Boise State University. Based on this feedback and additional



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 20, 2016**

---

staff review the proposed policy has been amended to remove the reference to vehicle maintenance and upkeep provided by the institution.

The vehicle maintenance provision was original language that had been moved when the vehicles were institution vehicles and it has been determined that it is unnecessary to retain it. State mileage reimbursement rates for personal vehicles used for business purposes is set at a level intended to cover fuel as well as normal vehicle maintenance. State mileage reimbursement rates are set by the Board of Examiners.

Currently, Risk Management does not require and specific liability coverage for state employees who occasionally use their personal vehicles for business purposes, the insurance language regarding insurance coverage was added based on the assumption the institution presidents would use the vehicles for more than "occasional use." According to feedback from Risk Management staff, most state agencies have policies in place requiring, when practicable, for staff to use agency/state vehicles or rental vehicles for business purposes. In the case where an employee is using a personal vehicle for extensive business purposes Risk Management has recommended the Board retain the requirement for the liability insurance coverages as proposed in the first reading of the policy amendments.

**BOARD ACTION**

I move to approve the second reading of proposed amendments to Board Policy section I.E. Executive Officers, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**  
**SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES**  
**SUBSECTION: E. Executive Officers**

February-October 2016

1. Executive Director

The Executive Director is appointed by and serves in this position at the pleasure of the Board. The Executive Director serves as the chief executive officer of the State Board of Education. Pursuant to Idaho Code 33-102A the Executive Director shall be under the direction of the Board and shall have such duties and powers as are prescribed by the Board. The Executive Director is charged with ensuring the effective articulation and coordination of institution, and agency concerns and is advisor to the Board and the Presidents/Agency Heads on all appropriate matters.

2. Presidents/Agency Heads

a. Responsibilities

The President/Agency Head is the chief program and administrative officer of the institution or agency. The President/Agency Head has full power and responsibility within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the institution or agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services.

For the higher education institutions, the Board expects the Presidents to obtain the necessary input from the faculty, classified and exempt employees, and students, but it holds the Presidents ultimately responsible for the well-being of the institutions, and final decisions at the institutional level rest with the Presidents. The Presidents shall keep the Board apprised, within 24 hours, through the Executive Director, of all developments concerning the institution, its employees, and its students, which are likely to be of interest to the public.

b. The Chief Executive Officer is held accountable to the Board for performing the following duties within his or her designated areas of responsibility:

i. Relations with the Board

- 1) Conduct of the institution or agency in accordance with the Governing Policies and Procedures of the Board and applicable state and federal laws.
- 2) Effective communication among the Board, the Board office, and the institution or agency.
- 3) Preparation of such budgets as may be necessary for proper reporting and planning.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 20, 2016**

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- 4) Transmittal to the Board of recommendations initiated within the institution or agency.
  - 5) Participation and cooperation with the office of the Board in the development, coordination, and implementation of policies, programs, and all other matters of statewide concern.
  - 6) Notification to Board President or Executive Director of any out-of-state absence exceeding one week.
- ii. Leadership of the Institution or Agency
- 1) Recruitment and retention of employees
  - 2) Development of programs, in accordance with an evolving plan for the institution or agency.
  - 3) In cooperation with appropriate parties, the promotion of the effective and efficient functioning of the institution or agency.
  - 4) Development of methods that will encourage responsible and effective contributions by various parties associated with the institution or agency in the achievement of the goals of the institution or agency.
- iii. Relations with the Public
- 1) Development of rapport between the institution or agency and the public that each serves.
  - 2) Official representation of the institution or agency and its Board-approved role and mission to the public.
- c. Appointment Terms and Conditions

Each chief executive officer is employed and serves at the pleasure of the Board as an at-will employee. Appointments to the position of President of the higher education institutions and Executive Director of the Board are made by the Board. The Executive Director shall have authority to identify candidates and make recommendations for the appointment of Agency Heads, which must be approved and appointed by the Board. The Board and each chief executive officer may enter into an employment agreement for a term not to exceed five (5) years that documents the period of appointment, compensation, and any additional terms. The Board's Policies regarding Non-classified Employees, Section II, Subsection F, do not apply to the Board's chief executive officers.

d. Evaluations

The Agency Heads are evaluated by the Executive Director annually, who makes recommendations to the Board with respect to compensation and employment

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 20, 2016**

---

actions. The Presidents and Executive Director are evaluated by the Board annually. The performance evaluation is based upon the terms of any employment agreement, the duties outlined in the policy and mutually agreed upon goals. Final decisions with respect to compensation and employment actions with regard to chief executive officers are made by the Board.

e. Compensation and Benefits

- i. Each chief executive officer's annual compensation shall be set and approved by the Board. A chief executive officer shall not receive supplemental salary compensation related to his or her service as chief executive officer from an affiliated institutional foundation, or from any other source except that institutional Presidents may receive perquisites or benefits as permitted by topic 3, subtopic d, below. A chief executive officer must disclose to the Board, through its Executive Director or in executive session as appropriate (with updates as necessary), any activities and financial interests, including compensation from an outside source unrelated to his or her service as chief executive officer, that affects or could potentially affect the chief executive officer's judgment or commitment to the Board or the institution.
- ii. In addition to the compensation referred to above, each chief executive officer shall receive the usual and ordinary medical, retirement, leave, educational, and other benefits available to all institutional, and agency employees.
- iii. Each chief executive officer shall receive reasonable and adequate liability insurance coverage under the state's risk management program.
- iv. Relocation and moving expenses incurred by each chief executive officer will be paid in accordance with the policies and rates established by the State Board of Examiners.
- v. Each chief executive officer earns annual leave at a rate of two (2) days per month or major fraction thereof of credited state service.

f. Termination

In the event a chief executive officer's appointment is terminated by Board action (for or without cause), then such individual shall only be entitled to continued compensation or benefits, if any, for which he or she may be eligible under the terms of his or her employment agreement.

3. Institutional Presidents: Housing, Automobile, and Expense Reimbursement

- a. The institutional Presidents are responsible for hosting official functions to promote their respective institutions. At institutions with official residences, the Presidents of such institutions are required to live in the official residences provided.

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 20, 2016**

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To preserve the image of the institutions and to provide adequate maintenance of state-owned property, the institutions shall provide support services for these residences. This support shall include maintenance and repairs, utilities, and grounds keeping.

In the event that the institution does not own an official residence, a housing allowance will be provided that is similar in value to living in an official residence. In addition, this allowance shall cover reasonable maintenance and repair expenses related to the use of this home as the President's official residence.

- b. Each institutional President shall be provided an automobile allowance. ~~Maintenance, repairs, gas for business use, and insurance shall be provided for this vehicle.~~

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~~If an institutional President does not elect to use a vehicle provided by the institution, the institution will provide the President a vehicle allowance in lieu of the cost of leasing, automobile maintenance, and insurance. Documented business travel will be reimbursed to compensate for gasoline costs. The institution shall pay for maintenance, repair, fuel, and insurance costs attributable to business use of the automobile. If the President intends to use the automobile for business and personal use, the President shall obtain insurance for the automobile which meets with the requirements of Idaho's Risk Management Program, including applicable coverages and amounts.~~

- c. The institutional Presidents shall receive reimbursement for official entertainment expenses. Public relations and other out-of-pocket expenses may be reimbursed if they are directly related to the function of the institution as determined by the President. (See fiscal policy for entertainment and related expenses.)
- d. Foundation Provided Funds for Compensation, Perquisites or Benefits

Perquisites or benefits for the institutional Presidents, may be provided by the institution's affiliated foundation meeting all requirements of Section V, Subsection E of the Board's Governing Policies and Procedures if approved by the Board on a case-by-case basis.

4. Institutional Presidents: Official Duties Related Spousal Expenses

The Board acknowledges that the spouse of an institutional president provides valuable service activities on behalf of the institution, the Board, and to the Idaho higher education system. The Board further recognizes that the spouse may be expected to attend certain functions related to the ongoing mission and purposes of the institution. Accordingly, a spouse shall be eligible for reimbursement of authorized official travel and business related expenses, in accordance with the State of Idaho's travel and expense policies, as long as such expenses have a bona fide business purpose. To be a bona fide business purpose the presence and activities of the spouse at the function must be significant and essential (not just beneficial) to the institution. A president's spouse attending official functions as part of protocol or

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 20, 2016**

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tradition and where the spouse makes an important contribution to the function can be considered serving a business purpose. For example, ceremonial functions, fundraising events, alumni gatherings, community, and recruiting events are examples of activities at which the presence of a spouse may contribute to the mission of the University. If a spouse has no significant role, or performs only incidental duties of a purely social or clerical nature, then such does not constitute a bona fide business purpose. Spousal expenses may not be charged to state funds; various non-state funds controlled by the institution may be used to fund spousal expenses.

5. President Emeritus/Emerita Designation

The Board may choose to grant President Emeritus/Emerita status to a retiring President. President Emeritus/Emerita status should be reserved to honor, in retirement, a president who has made distinguished professional contributions to the institution and who has also served a significant portion of his/her career at the institution. The intent of conferring President Emeritus/Emerita status is to bestow an honorary title in recognition of successful tenure in the Presidential role.

a. Appointment Procedure

An institution may forward a recommendation to the Board that this honorary title be conferred upon a President that is retiring or has retired from the institution. Each institution shall provide for input into the recommendation from the campus community.

b. Rights, Privileges and Responsibilities

Rights and privileges of such a distinction shall be, insofar as resources will allow, similar to those of active institutional staff, including such privileges as:

- i. staff privileges for activities, events and campus facilities;
- ii. receipt of institutional newspaper and other major institutional publications and receipt of employee/spouse fee privilege (see Section V. R.).

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 20, 2016**

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**SUBJECT**

Temporary Rule – IDAPA 08.02.01., Rules Governing Administration, Career Ladder Data Collection

**APPLICABLE STATUTE, RULE, OR POLICY**

Article IX, Section 2 of the Idaho Constitution  
Sections 33-101, 33-105, 33-107, 33-116, 33-1004B and 33-1004D, Idaho Code

**BACKGROUND/DISCUSSION**

The Career Ladder sets out specific components that are required for determining movement on the Career Ladder. The intent of the legislation was that each required component would be collected and used for determining movement on the Career Ladder. The Department of Education has indicated that it is unclear whether they have the authority to collect each component required for determining movement on the Career Ladder and has suggested the Board provide that clarification through an administrative rule. Calculating movement on the Career Ladder is contingent on data collected starting in the 2015-2016 school year.

This temporary rule will specify that each component needed for calculating movement on the Career Ladder are to be collected annually as well as one additional measure used for determining eligibility for the professional endorsement and master teacher premium. The professional endorsement is necessary for moving from the residency rung on the Career Ladder to the professional rung. Currently only one component is being collected -- the overall rating on the state framework for teaching evaluation. The rule will add four additional data elements to the instructional/pupil service staff records that are currently required to be submitted. The components include: Overall rating on the evaluation (already reported); number of components of the evaluation rated as unsatisfactory; if a majority of the teachers students met their student achievement targets or student success indicator targets (yes/no); what tool or tools were used for measuring student achievement or student success (multiple choice); and if an individual has an individualized professional learning plan (Y/N).

**IMPACT**

Approving the temporary rule will provide the Department of Education with the legal directive needed to collect the necessary data points for calculating instructional staff and pupil service staff movement on the Career Ladder. This calculation is necessary for determining a school district's salary based apportionment.

**ATTACHMENTS**

Attachment 1 – Temporary Rule IDAPA 08.02.01.251

Page 3



**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 20, 2016**

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**STAFF COMMENTS AND RECOMMENDATIONS**

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria: provides protection of the public health, safety, or welfare; or is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. Temporary rules also must be approved by the Governor. This rule qualifies as a temporary rule by conferring a benefit. Unlike proposed administrative rules, temporary rules do not have a public comment period, they are not reviewed by the Legislature, and they expire at the end of the succeeding legislative session, except under specific conditions. To assure consistency in the collection of these data the rule will be brought back to the Board at the end of the legislative session for re-approval as a new temporary and proposed rule. This will assure the requirements stay in place throughout FY2017 and will start the process for promulgating a permanent rule effective at the end of the 2018 legislative session.

**BOARD ACTION**

I move to approve the Temporary Rule, IDAPA 08.02.01.251 Rules Governing Administration, Career Ladder Data Collection.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 20, 2016**

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**IDAPA 08  
TITLE 02  
CHAPTER 01**

**08.02.01 - RULES GOVERNING ADMINISTRATION**

**251. CAREER LADDER DATA COLLECTION**

School districts and charter schools must submit annually each component of the compensation rung criteria necessary to determine if an instructional staff or pupil service staff employee has met the performance criteria required for movement on the applicable compensation rung starting with instructional staff employed in FY2016 and pupil service staff employed in FY2017. (Section 33-1004B, Idaho Code).

**01. Required Components.** The required components for each instructional staff or pupil service staff member include:

**a.** Summative rating on the state framework for teaching evaluation established in IDAPA 08.02.02.120; and

**b.** Number of components on the state framework for teaching evaluation rated as unsatisfactory; and

**c.** Did the majority of the employees students meet their measurable student achievement or growth targets or student success indicator targets; and

**d.** Which measurable student achievement or growth or student success indicators were used; and

**e.** Did the employee have an individualized professional learning plan.

**252. -- 299. (RESERVED)**

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 20, 2016**

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**SUBJECT**

Educator Preparation Programs Definition – Low Performing

**APPLICABLE STATUTE, RULE, OR POLICY**

Higher Education Act of 1965, §§207 (2008).

**BACKGROUND/DISCUSSION**

Annually, the Office of the State Board of Education (Board) certifies and submits Idaho's Title II report to the U.S. Department of Education. The report includes data from public and private teacher preparation programs authorized by the State Board of Education to prepare individuals for certification in Idaho.

Several years ago, the U.S. Department of Education added a requirement that states must report preparation programs that had been identified as "Low Performing" or "At-Risk of Being Low Performing" as part of their Title II report. Initially, the federal government intended to set definitions for identifying programs into these categories; however, after substantial feedback from states and postsecondary institutions, the U.S. Department of Education decided to give that responsibility to the individual states. In 2015, states were notified that the U.S. Department of Education was going to require all states to include a definition in the 2016 Title II report identify teacher preparation programs as "Low Performing" or "At-Risk of Being Low Performing". Based on these two categories, defined by the state, each state would use their definition to evaluate and identify programs needing assistance and provide that support. Based on a recommendation from the Professional Standards Commission (PSC), for the 2016 report, Idaho used the existing State Program Review process for identifying programs as "Low Performing" or "At-Risk of Being Low Performing" with the understanding that the PSC would work with the Idaho Coalition for Educator Preparation and the Idaho Association of Colleges of Teacher Education to recommend a more robust definition in 2016 and would put the new definition in place prior to submitting the 2017 report.

The framework provided in Attachment 1 reflects the indicators the PSC recommends for use in developing the definition and criteria for identifying "Low Performing", "At-Risk of Being Low Performing", and "Appropriately Performing" educator preparation programs. The Idaho Coalition for Education Preparation developed the framework; it was then supported by the Idaho Association of Colleges of Teacher Education and adopted and recommended by the PSC to the Board.

**IMPACT**

If the Board supports the recommendation of the PSC to use the indicators outlined in Attachment 1, the Idaho Coalition for Educator Preparation will use the indicators to develop the full definition and criteria to be used for identifying educator preparation programs as "Low Performing", "At-Risk of Being Low Performing", or "Appropriately Performing". The draft definition developed by the Idaho Coalition

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS**  
**OCTOBER 20, 2016**

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for Educator Preparation will be vetted by the Idaho Association of Colleges of Teacher Education and will then be given to the PSC for review and formal recommendation to the Board. The full definition and criteria will be provided to the Board for consideration at the December 2016 regular Board meeting.

**ATTACHMENTS**

Attachment 1 – Draft Framework for Identifying Low Performing Educator Preparation Programs

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

In 2013 and 2014 the State Board of Education and Department of Education participated in the Network for Transforming Educator Preparation grant, as part of that work, Board and Department of Education staff in collaboration with the Idaho's educator preparation programs identified the following metrics for identifying effective educator preparation programs, most of which were already being collected and reported as part of Idaho's Title II report:

- GPA – Enrollment/Completer (Title II)
- Average GPA (proposed)
- Praxis Scores and Passing Rates (Title II)
- State Teacher Evaluation Summative Rating (in place by May 2015)
- Experience – Field Hours, and Student/Interns (Title II)
- Min # of courses (Title II) – content and pedagogy
- SAT/ACT/Compass (Title II)
- # of Completers by program (Title II)
- # enrolled by program (Title II)
- # FTE versus adjunct by program (Title II)
- Completer Entry and Persistence in teaching
- Completer Placement/persistence in High Need subjects and schools

The grant finished prior to finalizing the work started on developing measures by which Idaho could identify highly effective teacher preparation programs. The Idaho Coalition for Educator Preparation participated in the initial work and based on concerns regarding data limitation developed the proposed framework.

**BOARD ACTION**

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

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS  
OCTOBER 20, 2016**

**Idaho Draft Framework for Evaluating Educator Preparation Programs**

**Proposed Indicators for 2017 Title II Report**

<b>Indicator</b>	<b>Description</b>	<b>Source</b>	<b>Points</b>
Meeting knowledge standards for initial certification of Idaho Personnel	No more than a certain % not approved by state review process. Evidence may include evaluation of syllabi, Praxis scores, GPA, exams, and artifacts demonstrating candidate work.	Board staff pulls from program review	25
Meeting performance standards for initial certification of Idaho personnel	No more than a certain % not approved by state review process. Evidence may include artifacts demonstrating candidate work, the Common Summative Assessment, interviews of teachers, cooperating teachers, employers, and candidates, observations of preservice and in-service teachers.	Board staff pulls from program review	25
Time to degree completion	Use Title II credit/enrollment guidelines for "admission"	EPP provides to Board staff	10
CSA performance	Review means for each domain (?), component (?), create composite/ summative score?	EPP provides to Board staff	20

**Proposed Indicators for Future Reports**

**(Addition of these indicators will be dependent on the availability of data)**

<b>Indicator</b>	<b>Description</b>	<b>Source</b>	<b>Points</b>
Student Learning Outcomes	ISAT or other student outcome data		WHEN STATE HAS CAPABILITY TO PROVIDE DATA
Job Placement Rate	Annual Report of job placement rate, calculated by the EPP	EPP provides to Board staff	10

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**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>SUPERINTENDENT'S UPDATE</b>	Information Item
<b>2</b>	<b>TEMPORARY RULE – IDAPA 08.02.03.004.07 – ALTERNATE ASSESSMENT ACHIEVEMENT STANDARDS</b>	Motion to Approve



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**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**

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**SUBJECT**

Superintendent of Public Instruction update to the State Board of Education

**BACKGROUND/DISCUSSION**

Superintendent of Public Instruction, Sherri Ybarra, will provide an update on the State Department of Education. In addition, the Superintendent will present the Public School Budget and discuss the Request for Proposal (RFP) released by the Department on the Idaho Reading Indicator (IRI).

**ATTACHMENTS**

Attachment 1 – FY 2018 Public School Budget Request Page 3  
Attachment 2 – FY 2018 Public School Budget Request (excludes IESDB) Page 5  
Attachment 3 – FY 2018 Public School Budget Request (General Fund) Page 7

**BOARD ACTION**

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

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# STATE DEPARTMENT OF EDUCATION OCTOBER 20, 2016

## Public School Foundation Program

	APPROPRIATION 2016-2017			REQUEST 2017-2018			\$ CHANGE			% CHANGE		
	Public Schools	IESDB	Total	Public Schools	IESDB	Total	Public Schools	IESDB	Total	Public Schools	IESDB	Total
<b>1 REVENUES</b>												
a. General Fund	\$1,574,874,600	\$9,794,800	\$1,584,669,400	\$1,679,566,300	\$10,734,300	\$1,690,300,600	\$104,691,700	\$939,500	\$105,631,200	6.6%	9.6%	6.7%
STATE DEDICATED REVENUE												
b. Endowment / Lands	\$36,724,800	\$184,800	\$36,909,600	\$47,049,600	\$184,800	\$47,234,400	\$10,324,800	\$0	\$10,324,800	28.1%	0.0%	28.0%
c. Miscellaneous	6,000,000	109,200	6,109,200	6,109,200	109,200	6,109,200	0	0	0	0.0%	0.0%	0.0%
d. Lottery Dividend	18,000,000	0	18,000,000	18,075,000	0	18,075,000	75,000	0	75,000	0.4%	NA	0.4%
e. Bond Levy Equalization Fund	12,452,500	0	12,452,500	13,194,200	0	13,194,200	741,700	0	741,700	6.0%	NA	6.0%
f. Cigarette and Lottery Taxes	4,024,900	0	4,024,900	4,024,900	0	4,024,900	0	0	0	0.0%	NA	0.0%
TOTAL STATE DEDICATED REVENUE	\$77,202,200	\$294,000	\$77,496,200	\$88,343,700	\$294,000	\$88,637,700	\$11,141,500	\$0	\$11,141,500	14.4%	0.0%	14.4%
TOTAL STATE REVENUES	\$1,652,076,800	\$10,088,800	\$1,662,165,600	\$1,767,910,000	\$11,028,300	\$1,778,938,300	\$115,833,200	\$939,500	\$116,772,700	7.0%	9.3%	7.0%
g. FEDERAL REVENUES	\$264,115,000	\$223,500	\$264,338,500	\$264,115,000	\$223,500	\$264,338,500	\$0	\$0	\$0	0.0%	0.0%	0.0%
TOTAL REVENUES	\$1,916,191,800	\$10,312,300	\$1,926,504,100	\$2,032,025,000	\$11,251,800	\$2,043,276,800	\$115,833,200	\$939,500	\$116,772,700	6.0%	9.1%	6.1%
<b>2 STATUTORY EXPENDITURES</b>												
a. Transportation	\$71,152,000	\$0	\$71,152,000	\$71,643,800	\$0	\$71,643,800	\$491,800	\$0	\$491,800	0.7%	NA	0.7%
b. Border Contracts	1,200,000	0	1,200,000	1,200,000	0	1,200,000	0	0	0	0.0%	NA	0.0%
c. Exceptional Contracts and Tuition Equivalents	5,065,600	0	5,065,600	5,390,900	0	5,390,900	325,300	0	325,300	6.4%	NA	6.4%
d. Salary-based Apportionment	186,979,800	0	186,979,800	199,300,400	0	199,300,400	12,320,600	0	12,320,600	6.6%	NA	6.6%
e. Employer's Benefit Obligations	35,470,000	0	35,470,000	37,468,400	0	37,468,400	1,998,400	0	1,998,400	5.6%	NA	5.6%
f. Career Ladder Salaries	673,145,000	0	673,145,000	721,786,400	0	721,786,400	48,641,400	0	48,641,400	7.2%	NA	7.2%
g. Career Ladder Employer's Benefit Obligations	127,695,600	0	127,695,600	136,840,200	0	136,840,200	9,144,600	0	9,144,600	7.2%	NA	7.2%
h. Leadership Awards / Premiums	16,645,200	0	16,645,200	17,353,100	0	17,353,100	707,900	0	707,900	4.3%	NA	4.3%
i. Teacher Incentive Award (Nat'l Bd Cert)	90,000	0	90,000	90,000	0	90,000	0	0	0	0.0%	NA	0.0%
j. Idaho Safe and Drug-Free Schools	4,024,900	0	4,024,900	4,024,900	0	4,024,900	0	0	0	0.0%	NA	0.0%
k. Bond Levy Equalization Support Program	22,400,000	0	22,400,000	20,500,000	0	20,500,000	(1,900,000)	0	(1,900,000)	-8.5%	NA	-8.5%
l. Charter School Facilities	5,531,000	0	5,531,000	6,084,100	0	6,084,100	553,100	0	553,100	10.0%	NA	10.0%
m. Idaho Digital Learning Academy	8,365,300	0	8,365,300	9,135,800	0	9,135,800	770,500	0	770,500	9.2%	NA	9.2%
n. School Facilities Funding (lottery)	18,000,000	0	18,000,000	18,075,000	0	18,075,000	75,000	0	75,000	0.4%	NA	0.4%
o. School Facilities Maintenance Match	3,479,500	0	3,479,500	3,827,500	0	3,827,500	348,000	0	348,000	10.0%	NA	10.0%
p. Advanced Opportunities	6,000,000	0	6,000,000	7,000,000	0	7,000,000	1,000,000	0	1,000,000	16.7%	NA	16.7%
q. Math and Science Requirement	5,157,200	0	5,157,200	5,478,100	0	5,478,100	320,900	0	320,900	6.2%	NA	6.2%
r. Continuous Improvement Plans and Training	652,000	0	652,000	652,000	0	652,000	0	0	0	0.0%	NA	0.0%
s. Mastery Based System Development	1,400,000	0	1,400,000	1,400,000	0	1,400,000	0	0	0	0.0%	NA	0.0%
t. Online Class Portal	150,000	0	150,000	150,000	0	150,000	0	0	0	0.0%	NA	0.0%
u. Academic and College or Career Advisors and Student Mentors	5,000,000	0	5,000,000	7,000,000	0	7,000,000	2,000,000	0	2,000,000	40.0%	NA	40.0%
v. Literacy Proficiency	9,100,000	0	9,100,000	11,100,000	0	11,100,000	2,000,000	0	2,000,000	22.0%	NA	22.0%
w. Innovation Schools	100,000	0	100,000	100,000	0	100,000	0	0	0	0.0%	NA	0.0%
<b>3 NON-STATUTORY EXPENDITURES</b>												
a. Technology	18,000,000	0	18,000,000	26,000,000	0	26,000,000	8,000,000	0	8,000,000	44.4%	NA	44.4%
b. Wireless Infrastructure (Wi-Fi)	2,100,000	0	2,100,000	3,003,000	0	3,003,000	903,000	0	903,000	43.0%	NA	43.0%
c. IT Staffing	2,500,000	0	2,500,000	3,000,000	0	3,000,000	500,000	0	500,000	20.0%	NA	20.0%
d. Instructional Management System (IMS) Maintenance	3,000,000	0	3,000,000	3,000,000	0	3,000,000	0	0	0	0.0%	NA	0.0%
e. Student Achievement Assessments	1,758,500	0	1,758,500	1,758,500	0	1,758,500	0	0	0	0.0%	NA	0.0%
f. Math Coaches	1,817,800	0	1,817,800	3,500,000	0	3,500,000	1,682,200	0	1,682,200	92.5%	NA	92.5%
g. Reading Initiative (IRI)	2,316,200	0	2,316,200	8,216,200	0	8,216,200	5,900,000	0	5,900,000	254.7%	NA	254.7%
h. Remediation / Waiver (non Title I)	5,456,300	0	5,456,300	5,456,300	0	5,456,300	0	0	0	0.0%	NA	0.0%
i. Limited English Proficient (LEP)	3,870,000	0	3,870,000	5,000,000	0	5,000,000	1,130,000	0	1,130,000	29.2%	NA	29.2%
j. Evaluation Training and Development of Administrators and Teachers	300,000	0	300,000	300,000	0	300,000	0	0	0	0.0%	NA	0.0%
k. Professional Development (Idaho Core, District Funding)	16,388,700	0	16,388,700	18,200,000	0	18,200,000	1,811,300	0	1,811,300	11.1%	NA	11.1%
l. Content and Curriculum	4,250,000	0	4,250,000	4,550,000	0	4,550,000	300,000	0	300,000	7.1%	NA	7.1%
m. Gifted / Talented Grants	1,000,000	0	1,000,000	1,000,000	0	1,000,000	0	0	0	0.0%	NA	0.0%
n. Rural Schools Initiatives	0	0	0	300,000	0	300,000	300,000	0	300,000	NA	NA	NA
o. Multi-Cultural Grants	0	0	0	300,000	0	300,000	300,000	0	300,000	NA	NA	NA
FEDERAL EXPENDITURES	264,115,000	0	264,115,000	264,115,000	0	264,115,000	0	0	0	0.0%	NA	0.0%
<b>4 IDAHO EDUCATIONAL SERVICES FOR THE DEAF &amp; THE BLIND</b>												
Campus	0	6,857,500	6,857,500	0	7,086,000	7,086,000	0	228,500	228,500	NA	3.3%	3.3%
Outreach	0	3,454,800	3,454,800	0	4,165,800	4,165,800	0	711,000	711,000	NA	20.6%	20.6%
TOTAL EXPENDITURES	\$1,533,675,600	\$10,312,300	\$1,543,987,900	\$1,633,299,600	\$11,251,800	\$1,644,551,400	\$99,624,000	\$939,500	\$100,563,500	6.5%	9.1%	6.5%
<b>6 PUBLIC EDUCATION STABILIZATION FUNDS</b>	\$0			\$0			\$0			NA		
<b>7 NET STATE FUNDING</b>	\$382,516,200			\$398,725,400			\$16,209,200			4.2%		
<b>8 SUPPORT UNITS</b>	14,886			15,065			179			1.2%		
<b>9 DISTRIBUTION FACTOR</b> (includes \$300 for Safe Environment Provisions)	\$25,696			\$26,467			\$771			3.0%		

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**STATE DEPARTMENT OF EDUCATION**  
**OCTOBER 20, 2016**  
**Public School Foundation Program**  
(excludes IESDB)

	Appropriation 2016-2017	Request 2017-2018	\$ Change	% Change
<b>1 REVENUES</b>				
<b>a. General Fund</b>	\$1,574,874,600	\$1,679,566,300	\$104,691,700	6.6%
<b>STATE DEDICATED REVENUE</b>				
<b>b. Endowment / Lands</b>	\$36,724,800	\$47,049,600	\$10,324,800	28.1%
<b>c. Miscellaneous</b>	6,000,000	6,000,000	0	0.0%
<b>d. Lottery Dividend</b>	18,000,000	18,075,000	75,000	0.4%
<b>e. Bond Levy Equalization Fund</b>	12,452,500	13,194,200	741,700	6.0%
<b>f. Cigarette and Lottery Taxes</b>	4,024,900	4,024,900	0	0.0%
<b>TOTAL STATE DEDICATED REVENUE</b>	\$77,202,200	\$88,343,700	\$11,141,500	14.4%
<b>TOTAL STATE REVENUES</b>	\$1,652,076,800	\$1,767,910,000	\$115,833,200	7.0%
<b>g. FEDERAL REVENUES</b>	\$264,115,000	\$264,115,000	\$0	0.0%
<b>TOTAL REVENUES</b>	\$1,916,191,800	\$2,032,025,000	\$115,833,200	6.0%
<b>2 STATUTORY EXPENDITURES</b>				
<b>a. Transportation</b>	\$71,152,000	\$71,643,800	\$491,800	0.7%
<b>b. Border Contracts</b>	1,200,000	1,200,000	0	0.0%
<b>c. Exceptional Contracts and Tuition Equivalents</b>	5,065,600	5,390,900	325,300	6.4%
<b>d. Salary-based Apportionment</b>	186,979,800	199,300,400	12,320,600	6.6%
<b>e. Employer's Benefit Obligations</b>	35,470,000	37,468,400	1,998,400	5.6%
<b>f. Career Ladder Salaries</b>	673,145,000	721,786,400	48,641,400	7.2%
<b>g. Career Ladder Employer's Benefit Obligations</b>	127,695,600	136,840,200	9,144,600	7.2%
<b>h. Leadership Awards / Premiums</b>	16,645,200	17,353,100	707,900	4.3%
<b>i. Teacher Incentive Award (Nat'l Bd Cert)</b>	90,000	90,000	0	0.0%
<b>j. Idaho Safe and Drug-Free Schools</b>	4,024,900	4,024,900	0	0.0%
<b>k. Bond Levy Equalization Support Program</b>	22,400,000	20,500,000	(1,900,000)	-8.5%
<b>l. Charter School Facilities</b>	5,531,000	6,084,100	553,100	10.0%
<b>m. Idaho Digital Learning Academy</b>	8,365,300	9,135,800	770,500	9.2%
<b>n. School Facilities Funding (lottery)</b>	18,000,000	18,075,000	75,000	0.4%
<b>o. School Facilities Maintenance Match</b>	3,479,500	3,827,500	348,000	10.0%
<b>p. Advanced Opportunities</b>	6,000,000	7,000,000	1,000,000	16.7%
<b>q. Math and Science Requirement</b>	5,157,200	5,478,100	320,900	6.2%
<b>r. Continuous Improvement Plans and Training</b>	652,000	652,000	0	0.0%
<b>s. Mastery Based System Development</b>	1,400,000	1,400,000	0	0.0%
<b>t. Online Class Portal</b>	150,000	150,000	0	0.0%
<b>u. Academic and College or Career Advisors and Student Mentors</b>	5,000,000	7,000,000	2,000,000	40.0%
<b>v. Literacy Proficiency</b>	9,100,000	11,100,000	2,000,000	22.0%
<b>w. Innovation Schools</b>	100,000	100,000	0	0.0%
<b>3 NON-STATUTORY EXPENDITURES</b>				
<b>a. Technology</b>	18,000,000	26,000,000	8,000,000	44.4%
<b>b. Wireless Infrastructure (Wi-Fi)</b>	2,100,000	3,003,000	903,000	43.0%
<b>c. IT Staffing</b>	2,500,000	3,000,000	500,000	20.0%
<b>d. Instructional Management System (IMS) Maintenance</b>	3,000,000	3,000,000	0	0.0%
<b>e. Student Achievement Assessments</b>	1,758,500	1,758,500	0	0.0%
<b>f. Math Initiative</b>	1,817,800	3,500,000	1,682,200	92.5%
<b>g. Reading Initiative (IRI)</b>	2,316,200	8,216,200	5,900,000	254.7%
<b>h. Remediation / Waiver (non Title I)</b>	5,456,300	5,456,300	0	0.0%
<b>i. Limited English Proficient (LEP)</b>	3,870,000	5,000,000	1,130,000	29.2%
<b>j. Evaluation Training and Development of Administrators and Teachers</b>	300,000	300,000	0	0.0%
<b>k. Professional Development (Reading Coaches, District Funding)</b>	16,388,700	18,200,000	1,811,300	11.1%
<b>l. Content and Curriculum</b>	4,250,000	4,550,000	300,000	7.1%
<b>m. Gifted / Talented Grants</b>	1,000,000	1,000,000	0	0.0%
<b>n. Rural Schools Initiatives</b>	0	300,000	300,000	NA
<b>o. Multi-Cultural Grants</b>	0	300,000	300,000	NA
<b>4 FEDERAL EXPENDITURES</b>	264,115,000	264,115,000	0	0.0%
<b>TOTAL EXPENDITURES</b>	\$1,533,675,600	\$1,633,299,600	\$99,624,000	6.5%
<b>5 PUBLIC EDUCATION STABILIZATION FUNDS</b>	\$0	\$0	\$0	NA
<b>6 NET STATE FUNDING</b>	\$382,516,200	\$398,725,400	\$16,209,200	4.2%
<b>7 SUPPORT UNITS</b>	14,886	15,065	179	1.2%
<b>8 DISTRIBUTION FACTOR</b>	\$25,696	\$26,467	\$771	3.0%
(includes \$300 for Safe Environment Provisions)				

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**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**

**FY 2018 Public School Budget  
Superintendent's Request  
(excludes IESDB)**

<b>1.</b>	<b>FY 2017 General Fund Appropriation</b>		<b>\$1,574,874,600</b>	
<b>2.</b>	<b>Base Adjustments / Transfers</b>			
a.	Endowment / Lands increased revenue		-\$10,324,800	-0.66%
b.	Removal of One-Time Expenditures (statewide Wi-Fi services)		-2,100,000	-0.13%
c.	Bond Levy Equalization [increased Lottery revenue (\$50,000) and increase in dedicated fund balance (\$691,700)]		-741,700	-0.05%
	<b>Total Base Adjustments</b>		<b>-\$13,166,500</b>	<b>-0.84%</b>
<b>3.</b>	<b>Statutory Increases (Decreases)</b>			
a.	Operational Increase - Growth (179 support units)		\$4,599,700	0.29%
b.	Salary and Benefit Apportionment - Growth (179 support units)		2,655,800	0.17%
c.	Advanced Opportunities		1,000,000	0.06%
d.	IDLA		770,500	0.05%
e.	Leadership Awards / Premiums - Growth (FTE)		707,900	0.04%
f.	Charter School Facilities		553,100	0.04%
g.	Transportation		491,800	0.03%
h.	School Facilities Maintenance Match		348,000	0.02%
i.	Exceptional Contracts and Tuition Equivalents		325,300	0.02%
j.	Math and Science Requirement		320,900	0.02%
k.	Salary and Benefit Apportionment - Exp and Ed Index, Small District Staff Allowance, Unemployment, Benefits		-554,300	-0.04%
l.	Bond Levy Equalization Support Program		-1,900,000	-0.12%
	<b>Total Statutory Increases</b>		<b>\$9,318,700</b>	<b>0.59%</b>
<b>4.</b>	<b>Statutory Increases (Decreases) (Governor's Task Force)</b>			
a.	Career Ladder (Instructional and Pupil Service Staff)	12.	\$57,786,000	3.67%
	<b>Total Statutory Increases (Decreases) (Governor's Task Force)</b>		<b>\$57,786,000</b>	<b>3.67%</b>
<b>5.</b>	<b>Division of Financial Management Directives</b>			
a.	Salary and Benefit Apportionment - 1% increase in Base Salaries (Administrators, Classified)		\$2,238,800	0.14%
	<b>Total Division of Financial Management Directives</b>		<b>\$2,238,800</b>	<b>0.14%</b>
<b>6.</b>	<b>Line Item Requests (Governor's Task Force)</b>			
a.	Technology (Classroom)	10.	\$8,000,000	0.51%
b.	Idaho Reading Indicator Assessment	3.	5,900,000	0.37%
c.	Statewide Wi-Fi Services	9.	3,003,000	0.19%
d.	Literacy Proficiency	3.	2,000,000	0.13%
e.	Professional Development	16.	1,811,300	0.12%
f.	Content and Curriculum	11.	300,000	0.02%
g.	Mastery Based System Development (transfer \$300,000 from Children's Programs to Central Services)	1.	0	0.00%
	<b>Total Line Item Requests (Governor's Task Force)</b>		<b>\$21,014,300</b>	<b>1.33%</b>
<b>7.</b>	<b>Line Item Requests (Other)</b>			
a.	Discretionary Increase (Distribution Factor increase from \$25,696 to \$26,467, 3.0% increase)		\$11,609,500	0.74%
b.	Additional 6% - Classified (including 1% DFM directive, increases base salary from \$20,421 to \$21,850)		8,248,300	0.52%
c.	Academic and College or Career Advisors and Student Mentors		2,000,000	0.13%
d.	Additional 2% - Administration (including 1% DFM directive, increases base salary from \$34,109 to \$35,132)		1,730,400	0.11%
e.	Math Initiative		1,682,200	0.11%
f.	LEP Distribution		1,130,000	0.07%
g.	IT Staffing		500,000	0.03%
h.	Rural School Initiatives		300,000	0.02%
i.	Multi-Cultural Grants		300,000	0.02%
	<b>Total Line Item Requests (Other)</b>		<b>\$27,500,400</b>	<b>1.75%</b>
<b>8.</b>	<b>FY 2018 General Fund Requested Increase</b>		<b>\$104,691,700</b>	<b>6.65%</b>
<b>9.</b>	<b>FY 2018 General Fund Total Request</b>		<b>\$1,679,566,300</b>	



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**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**

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**SUBJECT**

Temporary Rule – IDAPA 08.02.03.004.07, Rules Governing Thoroughness, Idaho Alternate Assessment Achievement Standards

**REFERENCE**

May 2011 Board approved the Idaho Alternate Assessment Achievement Standards.

September 2015 Board approved a temporary rule amending the Alternate Assessment Achievement Standards and the performance level descriptions for the Idaho Alternate Assessment Achievement Assessment.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-105, 33-1612, and 33-2002, Idaho Code  
IDAPA 08.02.03.004.07 – Rules Governing Thoroughness, Idaho Alternate Assessment Achievement Standards

**BACKGROUND/DISCUSSION**

In 2011, Idaho joined the National Center and State Collaborative (NCSC) to build an alternate assessment based on alternate achievement standards for students with the most cognitive disabilities. The goal of the NCSC is to ensure that students with the most cognitive disabilities achieve increasingly higher academic outcomes and develop college, career, and community ready skills.

Idaho administered the operational field test in the spring of 2015 and the NCSC completed standard setting/achievement level process in August 2015, based on the results of the operational field test for participating states.

Idaho proposed the adoption of the NCSC recommended standards and achievement levels to the Board in September 2015 and they were unanimously approved as a temporary rule. Idaho proposes to adopt the same NSCS standards and achievement levels to maintain consistency in assessment results for the 2016 and 2017 test administrations. These standards have not changed and remain the same as they were when adopted by the board in September 2015.

**IMPACT**

Updating the Idaho Alternate Assessment Achievement Standards will bring Idaho into compliance with requirements under the Individuals with Disabilities Education Act and current federal requirements in place under the Elementary and Secondary Education Act. This rule has no financial impact.

**ATTACHMENTS**

Attachment 1 – Temporary Rule IDAPA 08.02.03.004.07 Page 3  
Attachment 2 – Cut Scores and Approval Process Page 5

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**

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Attachment 3 – Performance Level Descriptors

Page 9

**STAFF COMMENTS AND RECOMMENDATIONS**

Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action. To qualify as a temporary rule, the rule must meet one of three criteria: provides protection of the public health, safety, or welfare; or is to come into compliance with deadlines in amendments to governing law or federal programs; or is conferring a benefit. This rule qualifies as temporary rules as it can be argued that it confers a benefit. Unlike proposed administrative rules, temporary rules do not have a public comment period, they are not reviewed by the legislature, and they expire at the end of the succeeding legislative session, except under specific conditions.

The temporary rule approved by the Board in September 2015 expired at the end of the 2016 legislative session, converting the Idaho Alternate Assessment Achievement Standards to those approved by the Board May 18, 2011. These standards are no longer in alignment with Idaho's alternate standards achievement test, commonly referred to as the ISAT-Alt and referenced as the Idaho Alternate Assessment in IDAPA 08.02.03.111. The Board is being asked to only approve a new temporary rule incorporating the Alternate Assessment Achievement Standards also approved by the Board at the September 2015 Board meeting.

The alternative assessment is available to Idaho students who, based on the students individualized education plan are determined to be unable to take the Idaho Standards Achievement Test with or without accommodations or adaptations. These students are the ones with the most significant, cognitive disability for whom the standard assessment is not appropriate.

**BOARD ACTION**

I move to approve the Temporary Rule, IDAPA 08.02.03.004.07 Rules Governing Thoroughness, Idaho Alternate Assessment Achievement Standards, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**

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**IDAPA 08  
TITLE 02  
CHAPTER 03**

**08.02.03 - RULES GOVERNING THOROUGHNESS**

**004. INCORPORATION BY REFERENCE.**

The following documents are incorporated into this rule: (3-30-07)

**01. The Idaho Content Standards.** The Idaho Content Standards as adopted by the State Board of Education. Individual subject content standards are adopted in various years in relation to the curricular materials adoption schedule. Copies of the document can be found on the State Board of Education website at [www.boardofed.idaho.gov](http://www.boardofed.idaho.gov). (3-29-10)

- a. Driver Education, as revised and adopted on August 21, 2008. (3-29-10)
- b. Health, as revised and adopted on April 17, 2009. (3-29-10)
- c. Humanities Categories: (3-29-10)
  - i. Art, as revised and adopted on April 17, 2009; (3-29-10)
  - ii. Dance, as revised and adopted on April 17, 2009; (3-29-10)
  - iii. Drama, as revised and adopted on April 17, 2009; (3-29-10)
  - iv. Interdisciplinary, as revised and adopted on April 17, 2009; (3-29-10)
  - v. Music, as revised and adopted on April 17, 2009; (3-29-10)
  - vi. World languages, as revised and adopted on April 17, 2009; (3-29-10)
- d. English Language Arts, as revised and adopted on August 11, 2010. (4-7-11)
- e. Limited English Proficiency, as revised and adopted on August 21, 2008. (3-29-10)
- f. Mathematics, as revised and adopted on August 11, 2010. (4-7-11)
- g. Physical Education, as revised and adopted on April 17, 2009. (3-29-10)
- h. Science, as revised and adopted on April 17, 2009. (3-29-10)
- i. Social Studies, as revised and adopted on April 17, 2009. (3-29-10)
- j. Information and Communication Technology, as revised and adopted on April 22, 2010. (4-7-11)

**02. The English Language Development (ELD) Standards.** The World-Class Instructional Design and Assessment (WIDA) 2012 English Language Development (ELD) Standards as adopted by the State Board of Education on August 16, 2012. Copies of the document can be found on the WIDA website at [www.wida.us/standards/eld.aspx](http://www.wida.us/standards/eld.aspx). (4-4-13)

**03. The Limited English Proficiency Program Annual Measurable Achievement Objectives (AMAOs) and Accountability Procedures.** The Limited English Proficiency Program Annual Measurable Achievement Objectives and Accountability Procedures as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**

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[www.sde.idaho.gov](http://www.sde.idaho.gov).

(4-7-11)

**04. The Idaho English Language Assessment (IELA) Achievement Standards.** The Idaho English Language Assessment (IELA) Achievement Standards as adopted by the State Board of Education on November 11, 2009. Copies of the document can be found on the State Department of Education website at [www.sde.idaho.gov](http://www.sde.idaho.gov).

(4-7-11)

**05. The Idaho Standards Achievement Tests (ISAT) Achievement Level Descriptors.** Achievement Level Descriptors as adopted by the State Board of Education on April 14, 2016. Copies of the document can be found on the State Board of Education website at [www.boardofed.idaho.gov](http://www.boardofed.idaho.gov).

(4-14-16)T

**06. The Idaho Extended Content Standards.** The Idaho Extended Content Standards as adopted by the State Board of Education on April 17, 2008. Copies of the document can be found at the State Board of Education website at [www.boardofed.idaho.gov](http://www.boardofed.idaho.gov).

(5-8-09)

**07. The Idaho Alternate Assessment Achievement Standards.** Alternate Assessment Achievement Standards as adopted by the State Board of Education on ~~May 18, 2011~~ September 3, 2015. Copies of the document can be found on the State Board of Education website at [www.boardofed.idaho.gov](http://www.boardofed.idaho.gov).

(~~3-29-12~~)(    )T

**08. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Deaf or Hard of Hearing.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at [www.boardofed.idaho.gov](http://www.boardofed.idaho.gov).

(4-2-08)

**09. The Idaho Standards for Infants, Toddlers, Children, and Youth Who Are Blind or Visually Impaired.** As adopted by the State Board of Education on October 11, 2007. Copies of the document can be found on the State Board of Education website at [www.boardofed.idaho.gov](http://www.boardofed.idaho.gov).

(4-2-08)

STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016



National Center and State Collaborative

**To:** NCSC Operational Assessment State Partners  
**From:** NCSC Project Staff Leads  
**Subject:** NCSC Cut Scores and Approval Process  
**Date:** August 14, 2015

### **Overview of Standard Setting Process**

During the week of August 9-13, 2015, NCSC conducted a three-stage process where educators and policy makers from member states recommended three cut scores resulting in four performance levels: Level 1, Level 2, Level 3, and Level 4. The three-stage process included a Bookmark standard setting workshop, an articulation committee, and a meeting of state-level representatives from NCSC member states.

The Bookmark method involves rank-ordering the items by difficulty in an ordered item booklet. Panelists placed bookmarks to indicate the content that students should know in order to be placed in each performance level. During the standard setting meeting the panelists participated in three rounds of discussion and bookmark placement.

The cut scores resulting from the third round of judgments were brought to the Articulation Committee. The panelists in the Articulation Committee reviewed the system of cut scores and impact data across all the grades within a content area. The panelists recommended small adjustments to the cut scores for both Mathematics (3 cuts) and English Language Arts (4 cuts).

Finally, the NCSC state representatives discussed the recommendations from the articulation committee. Based on discussion and a review of the ordered item book, the NCSC state representatives moved one cut in mathematics and one cut in English Language Arts.

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**



National Center and State Collaborative

**Table 1. Overview of Process for Establishing NCSC Cut Scores**

<b>Date</b>	<b>Process</b>	<b>Attendees</b>	<b>Purpose</b>
<b>August 10-12</b>	Bookmark Standard Setting	Educators from NCSC States	During this three-day workshop, educators recommended content-based cut scores based on NCSC’s performance-level descriptors and NCSC test items.
<b>August 13</b>	Articulation Committee	Subset of Bookmark Panelists	During this committee meeting, educators discussed the pattern of cut scores across grades within a content area.
<b>August 13</b>	States finalize recommendation	Representatives from NCSC Member States	NCSC states reviewed and discussed the results of the standard setting and articulation committees. This group made small adjustments to the cut scores.
<b>August 21</b>	State Vote/Approval	Representatives (e.g., BOE) in Member States	States will approve the NCSC cut scores

**NCSC Results Based on Recommended Cuts**

The recommended cuts by grade and content area have resulted in the following results for the NCSC consortia 2015 operational assessment. The NCSC data below are confidential. States will receive their individual state impact data on Friday, August 14, 2015 through the secure Measured Progress FTP site.

STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016



National Center and State Collaborative

3

**CONFIDENTIAL**

NCSC Mathematics							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
% Level 1	25	32	22	30	16	25	19
% Level 2	20	28	31	29	33	23	31
% Level 3	36	23	32	17	34	26	25
% Level 4	20	17	14	24	17	25	25
% Level 3 & 4	56	40	46	41	51	51	50

**CONFIDENTIAL**

NCSC English Language Arts							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
% Level 1	39	34	23	33	32	28	28
% Level 2	25	20	30	30	17	28	18
% Level 3	26	36	37	26	36	26	35
% Level 4	9	10	10	11	15	18	19
% Level 3 & 4	35	46	47	37	51	44	54



STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016



National Center and State Collaborative

4

On Tuesday, August 18, states will have their regular Tuesday, 2:00 – 4:00 ET call and will discuss each state’s progress towards approval and any concerns. States must email Susan IZard at [Izard.Susan@measuredprogress.org](mailto:Izard.Susan@measuredprogress.org) and Sharon Hall at [Shall@edcount.com](mailto:Shall@edcount.com) with your state’s approval by 6:00pm ET on August 21, 2015. States must also notify Susan and Sharon if they choose not to use the NCSC recommended cut scores.

If an individual state chooses to establish its own cut scores, that state must procure its own reporting contract to include any additional work required for analysis, reporting, and interpretation guides. States that establish its own cut scores must also clearly indicate that its scores are not comparable to other NCSC states when reporting results. NCSC reports will be based on the cut scores that result from the process described above.

Sharon E. Hall  
NCSC Director of Assessments

Rachel F. Quenemoen  
NCSC Project Director

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**

Grade 3 ELA Performance Level Descriptors

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	<b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	<b>Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i>	<b>High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i>
<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>identify the topic of a literary text</li> <li>identify a detail from a literary text</li> <li>identify a character or setting in a literary text</li> <li>identify the topic of an informational text</li> <li>identify a title, caption, or heading in an informational text</li> <li>identify an illustration related to a given topic</li> <li>identify a topic presented by an illustration</li> <li>identify the meaning of words (i.e., nouns)</li> </ul>	<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>determine the central idea and supporting details in literary text</li> <li>determine the main idea and identify supporting details in informational text</li> <li>determine the main idea of visually presented information</li> <li>identify the purpose of text features in informational text</li> <li>use information from charts, graphs, diagrams, or timelines in informational text to answer questions</li> <li>use context to identify the meaning of multiple meaning words</li> </ul>	<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>determine the central idea and supporting details in literary text</li> <li>determine the main idea and identify supporting details in informational text</li> <li>determine the main idea of visually presented information</li> <li>identify the purpose of text features in informational text</li> <li>use information from charts, graphs, diagrams, or timelines in informational text to answer questions</li> <li>use context to identify the meaning of multiple meaning words</li> </ul>	<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>determine the central idea and supporting details in literary text</li> <li>determine the main idea and identify supporting details in informational text</li> <li>determine the main idea of visually presented information</li> <li>identify the purpose of text features in informational text</li> <li>use information from charts, graphs, diagrams, or timelines in informational text to answer questions</li> <li>use context to identify the meaning of multiple meaning words</li> </ul>
	<b>AND with Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i> <ul style="list-style-type: none"> <li>use details from a literary text to answer specific questions</li> <li>describe the relationship between characters, and character and setting in literary text</li> </ul>	<b>AND with High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i> <ul style="list-style-type: none"> <li>use details from a literary text to answer specific questions</li> <li>describe the relationship between characters, and character and setting in literary text</li> </ul>	
	<b>AND with accuracy, he/she is able to:</b> <ul style="list-style-type: none"> <li>identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)</li> </ul>	<b>AND with accuracy, he/she is able to:</b> <ul style="list-style-type: none"> <li>identify grade level words</li> </ul>	
<b>AND in writing, he/she is able to:</b> <ul style="list-style-type: none"> <li>identify a statement related to an everyday topic</li> </ul>	<b>AND in writing, he/she is able to:</b> <ul style="list-style-type: none"> <li>identify elements of a narrative text to include beginning, middle, and end</li> <li>identify the category related to a set of facts</li> </ul>	<b>AND in writing, he/she is able to:</b> <ul style="list-style-type: none"> <li>identify a text feature (e.g., captions, graphs or diagrams) to present information in explanatory text</li> </ul>	

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**

Grade 4 ELA Performance Level Descriptors

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	<b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	<b>Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i>	<b>High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i>
<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>• identify a topic of a literary text</li> <li>• identify a detail from a literary text</li> <li>• identify a character in a literary text</li> <li>• identify charts, graphs, diagrams, or timelines in an informational text</li> <li>• identify a topic of an informational text</li> <li>• use context to identify the meaning of multiple meaning words</li> <li>• identify general academic words</li> </ul>	<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>• determine the theme of literary text and identify supportive details</li> <li>• describe character traits using text-based details in literary text</li> <li>• determine the main idea of informational text</li> <li>• locate information in charts, graphs, diagrams, or timelines</li> <li>• use information from charts, graphs, diagrams, or timelines in informational text to answer questions</li> <li>• use general academic words</li> </ul>	<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>• determine the theme of literary text and identify supportive details</li> <li>• determine the main idea of informational text</li> <li>• explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text</li> <li>• use information from charts, graphs, diagrams, or timelines in informational text to answer questions</li> <li>• use general academic words</li> </ul>	<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>• determine the theme of literary text and identify supportive details</li> <li>• determine the main idea of informational text</li> <li>• explain how the information provided in charts, graphs, diagrams, or timelines contributes to an understanding of informational text</li> <li>• use information from charts, graphs, diagrams, or timelines in informational text to answer questions</li> <li>• use general academic words</li> </ul>
	<b>AND with Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i>	<b>AND with High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i>	
	<ul style="list-style-type: none"> <li>• use details from a literary text to answer specific questions</li> <li>• use context to identify the meaning of multiple meaning words</li> </ul>	<ul style="list-style-type: none"> <li>• use details from a literary text to answer specific questions</li> <li>• describe character traits using text-based details in literary text</li> <li>• use context to identify the meaning of multiple meaning words</li> </ul>	
	<b>AND with accuracy, he/she is able to:</b> <ul style="list-style-type: none"> <li>• identify simple words (i.e., words with a consonant at the beginning, a consonant at the end, and a short vowel in the middle)</li> </ul>	<b>AND with accuracy, he/she is able to:</b> <ul style="list-style-type: none"> <li>• identify grade level words</li> </ul>	
<b>AND in writing, he/she is able to:</b> <ul style="list-style-type: none"> <li>• identify the concluding sentence in a short explanatory text</li> </ul>	<b>AND in writing, he/she is able to:</b> <ul style="list-style-type: none"> <li>• identify elements of a narrative text to include beginning, middle, and end</li> <li>• identify a concluding sentence related to information in explanatory text</li> </ul>	<b>AND in writing, he/she is able to:</b> <ul style="list-style-type: none"> <li>• identify a text feature (e.g., headings, charts, or diagrams) to present information in explanatory text</li> </ul>	

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**

Grade 5 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	<b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	<b>Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i>	<b>High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i>
<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>identify an event from the beginning of a literary text</li> <li>identify a detail from a literary text</li> <li>identify a character, setting and event in a literary text</li> <li>identify the topic of an informational text</li> <li>identify the main idea of an informational text</li> <li>identify the difference in how information is presented in two sentences</li> </ul>	<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>compare characters, settings, and events in literary text</li> <li>determine the main idea and identify supporting details in informational text</li> <li>use details from the text to support an author's point in informational text</li> <li>compare and contrast how information and events are presented in two informational texts</li> <li>use context to identify the meaning of multiple meaning words</li> </ul>	<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>compare characters, settings, and events in literary text</li> <li>determine the main idea and identify supporting details in informational text</li> <li>use details from the text to support an author's point in informational text</li> <li>compare and contrast how information and events are presented in two informational texts</li> <li>use context to identify the meaning of multiple meaning words</li> </ul>	<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>compare characters, settings, and events in literary text</li> <li>determine the main idea and identify supporting details in informational text</li> <li>use details from the text to support an author's point in informational text</li> <li>compare and contrast how information and events are presented in two informational texts</li> <li>use context to identify the meaning of multiple meaning words</li> </ul>
	<b>AND with Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i> <ul style="list-style-type: none"> <li>summarize a literary text from beginning to end</li> <li>use details from a literary text to answer specific questions</li> </ul>	<b>AND with High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i> <ul style="list-style-type: none"> <li>summarize a literary text from beginning to end</li> <li>use details from a literary text to answer specific questions</li> </ul>	
<b>AND in writing, he/she is able to:</b> <ul style="list-style-type: none"> <li>identify the category related to a set of common nouns</li> </ul>	<b>AND in writing, he/she is able to:</b> <ul style="list-style-type: none"> <li>identify elements of a narrative text to include beginning, middle, and end</li> <li>identify a sentence that is organized for a text structure such as comparison/contrast</li> </ul>	<b>AND in writing, he/she is able to:</b> <ul style="list-style-type: none"> <li>support an explanatory text topic with relevant information</li> </ul>	

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**

Grade 6 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	<b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	<b>Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i>	<b>High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i>
<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>identify an event from the beginning or end of a literary text</li> <li>identify a detail from a literary text</li> <li>identify a character in a literary text</li> <li>identify the topic of an informational text</li> <li>identify the main idea of an informational text</li> <li>identify a fact from an informational text</li> <li>identify a description of an individual or event in an informational text</li> <li>use context to identify the meaning of multiple meaning words</li> <li>identify the meaning of general academic words</li> </ul>	<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>summarize a literary text from beginning to end without including personal opinions</li> <li>support inferences about characters using details in literary text</li> <li>use details from the text to elaborate a key idea in informational text</li> </ul>	<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>summarize a literary text from beginning to end without including personal opinions</li> <li>support inferences about characters using details in literary text</li> <li>summarize an informational text without including personal opinions</li> <li>use details from the text to elaborate a key idea in informational text</li> <li>use evidence from the text to support an author's claim in informational text</li> <li>summarize information presented in two informational texts</li> <li>use domain specific words accurately</li> </ul>	<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>summarize a literary text from beginning to end without including personal opinions</li> <li>use details from a literary text to answer specific questions</li> <li>support inferences about characters using details in literary text</li> <li>use details from the text to elaborate a key idea in an informational text</li> <li>use evidence from the text to support an author's claim in informational text</li> <li>use domain specific words accurately</li> </ul>
	<b>AND with Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i> <ul style="list-style-type: none"> <li>use details from a literary text to answer specific questions</li> <li>use context to identify the meaning of multiple meaning words</li> </ul>	<b>AND with High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i> <ul style="list-style-type: none"> <li>use details from a literary text to answer specific questions</li> <li>use context to identify the meaning of multiple meaning words</li> </ul>	
<b>AND in writing, he/she is able to:</b> <ul style="list-style-type: none"> <li>identify an everyday order of events</li> </ul>	<b>AND in writing, he/she is able to:</b> <ul style="list-style-type: none"> <li>identify elements of an explanatory text to include introduction, body, and conclusion</li> <li>identify the next event in a brief narrative</li> </ul>	<b>AND in writing, he/she is able to:</b> <ul style="list-style-type: none"> <li>identify transition words and phrases to convey a sequence of events in narrative text</li> </ul>	

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**

Grade 7 ELA Performance Level Descriptors

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	<b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	<b>Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i>	<b>High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i>
<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>• identify a theme from a literary text</li> <li>• identify an inference from a literary text</li> <li>• identify a conclusion from an informational text</li> <li>• identify a claim the author makes in an informational text</li> <li>• compare and contrast two statements related to the same topic</li> <li>• use context to identify the meaning of words</li> </ul>	<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>• identify the relationship between individuals or events in an informational text</li> <li>• use evidence from the text to support an author's claim in informational text in informational text</li> </ul>	<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>• use details to support a conclusion from informational text</li> <li>• use details to explain how the interactions between individuals, events or ideas in informational texts are influenced by each other</li> <li>• use evidence from the text to support an author's claim in informational text</li> <li>• compare and contrast how two authors write about the same topic in informational texts</li> <li>• use context to identify the meaning of grade-level phrases</li> </ul>	<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>• use details to support a conclusion from informational text</li> <li>• use details to explain how the interactions between individuals, events or ideas in informational texts are influenced by each other</li> <li>• use evidence from the text to support an author's claim in informational text</li> <li>• compare and contrast how two authors write about the same topic in informational texts</li> <li>• use context to identify the meaning of grade-level phrases</li> </ul>
	<b>AND with Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i> <ul style="list-style-type: none"> <li>• use details to support themes from literary text</li> <li>• use details to support inferences from literary text</li> </ul>	<b>AND with High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i> <ul style="list-style-type: none"> <li>• use details to support themes from literary text</li> <li>• use details to support inferences from literary text</li> </ul>	
<b>AND in writing, he/she is able to:</b> <ul style="list-style-type: none"> <li>• identify a graphic that includes an event as described in a text</li> </ul>	<b>AND in writing, he/she is able to:</b> <ul style="list-style-type: none"> <li>• identify elements of an explanatory text to include introduction, body, and conclusion</li> <li>• identify the next event in a brief narrative</li> </ul>	<b>AND in writing, he/she is able to:</b> <ul style="list-style-type: none"> <li>• identify a sentence that provides a conclusion in narrative text</li> </ul>	

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**

Grade 8 ELA Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	<b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	<b>Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i>	<b>High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i>
<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>• identify a theme from a literary text</li> <li>• identify an inference from a literary text</li> <li>• identify a fact related to a presented argument in informational text</li> <li>• identify a similar topic in two informational texts</li> <li>• use context to identify the meaning of multiple meaning words</li> <li>• identify the meaning of general academic words</li> </ul>	<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>• use details to support a conclusion from literary text</li> <li>• identify an inference drawn from an informational text</li> <li>• identify the portion of text which contains specific information</li> <li>• identify an argument the author makes in informational text</li> <li>• examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation</li> <li>• use domain specific words or phrases accurately</li> </ul>	<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>• use details to support a conclusion from literary text</li> <li>• use details to support an inference from informational text</li> <li>• identify the information (e.g., facts or quotes) in a section of text that contributes to the development of an idea</li> <li>• identify an argument the author makes in informational text</li> <li>• examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation</li> <li>• use domain specific words and phrases accurately</li> </ul>	<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>• use details to support a conclusion from literary text</li> <li>• use details to support an inference from informational text</li> <li>• identify the information (e.g., facts or quotes) in a section of text that contributes to the development of an idea</li> <li>• identify an argument the author makes in informational text</li> <li>• examine parts of two informational texts to identify where the texts disagree on matters of fact or interpretation</li> <li>• use domain specific words and phrases accurately</li> </ul>
	<b>AND with Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i>	<b>AND with High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i>	
	<ul style="list-style-type: none"> <li>• analyze the development of a theme including the relationship between a character and an event in literary text</li> <li>• use context to identify the meaning of grade-level words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• analyze the development of a theme including the relationship between a character and an event in literary text</li> <li>• use context to identify the meaning of grade-level words and phrases</li> </ul>	
<b>AND in writing, he/she is able to:</b> <ul style="list-style-type: none"> <li>• identify a writer's opinion</li> </ul>	<b>AND in writing, he/she is able to:</b> <ul style="list-style-type: none"> <li>• identify elements of an explanatory text to include introduction, body, and conclusion</li> <li>• identify an idea relevant to a claim</li> </ul>	<b>AND in writing, he/she is able to:</b> <ul style="list-style-type: none"> <li>• identify relevant information to support a claim</li> </ul>	

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**

Grade 11 ELA Performance Level Descriptors

<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	<b>Low text complexity -</b> <i>Brief text with straightforward ideas and relationships; short, simple sentences.</i>	<b>Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i>	<b>High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i>
<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>• identify a summary of a literary text</li> <li>• identify an event from a literary text</li> <li>• identify the central idea of an informational text</li> <li>• identify facts from an informational text</li> <li>• identify what an author tells about a topic in informational text</li> <li>• use context to identify the meaning of multiple meaning words</li> <li>• identify a word used to describe a person, place, thing, action or event</li> </ul>	<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>• use details to support a summary of literary text</li> <li>• identify a conclusion from an informational text</li> <li>• identify key details that support the development of a central idea of an informational text</li> <li>• use details presented in two informational texts to answer a question</li> <li>• explain why an author uses specific word choices within texts</li> </ul>	<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>• use details to support a summary of literary text</li> <li>• use details to support a conclusion presented in informational text</li> <li>• identify key details that support the development of a central idea of an informational text</li> <li>• use details presented in two informational texts to answer a question</li> <li>• explain why an author uses specific word choices within texts</li> </ul>	<b>In reading, he/she is able to:</b> <ul style="list-style-type: none"> <li>• use details to support a summary of literary text</li> <li>• use details to support a conclusion presented in informational text</li> <li>• identify key details that support the development of a central idea of an informational text</li> <li>• use details presented in two informational texts to answer a question</li> <li>• explain why an author uses specific word choices within texts</li> </ul>
	<b>AND with Moderate text complexity -</b> <i>Text with clear, complex ideas and relationships and simple; compound sentences.</i> <ul style="list-style-type: none"> <li>• evaluate how the author’s use of specific details in literary text contributes to the text</li> <li>• determine an author’s point of view about a topic in informational text</li> <li>• use context to identify the meaning of grade-level phrases</li> </ul>	<b>AND with High text complexity -</b> <i>Text with detailed and implied complex ideas and relationships; a variety of sentence types including phrases and transition words.</i> <ul style="list-style-type: none"> <li>• evaluate how the author’s use of specific details in literary text contributes to the text</li> <li>• determine an author’s point of view about a topic in informational text</li> <li>• use context to identify the meaning of grade-level phrases</li> </ul>	
<b>AND in writing, he/she is able to:</b> <ul style="list-style-type: none"> <li>• identify information which is unrelated to a given topic</li> </ul>	<b>AND in writing, he/she is able to:</b> <ul style="list-style-type: none"> <li>• identify elements of an argument to include introduction, claim, evidence, and conclusion</li> <li>• identify how to group information for a specific text structure</li> </ul>	<b>AND in writing, he/she is able to:</b> <ul style="list-style-type: none"> <li>• identify relevant information to address a given topic and support the purpose of a text</li> </ul>	



**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**

Grade 3 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p style="text-align: center;"><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;"><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;"><b>Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p style="text-align: center;"><b>High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve addition problems</li> <li>• identify growing number patterns</li> <li>• identify an object showing a specified number of parts shaded</li> <li>• identify which object has the greater number of parts shaded</li> <li>• identify an object equally divided in two parts</li> <li>• identify the number of objects to be represented in a pictograph</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve addition and subtraction word problems</li> <li>• identify an arrangement of objects which represents factors in a problem</li> <li>• solve multiplication equations in which both numbers are equal to or less than five</li> <li>• identify multiplication patterns</li> <li>• identify a set of objects as nearer to 1 or 10</li> <li>• identify a representation of the area of a rectangle</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve addition and subtraction word problems</li> <li>• check the correctness of an answer in the context of a scenario</li> <li>• solve multiplication equations in which both numbers are equal to or less than five</li> <li>• identify multiplication patterns</li> <li>• match fraction models to unitary fractions</li> <li>• compare fractions with different numerators and the same denominator</li> <li>• transfer data from an organized list to a bar graph</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve addition and subtraction word problems</li> <li>• check the correctness of an answer in the context of a scenario</li> <li>• solve multiplication equations in which both numbers are equal to or less than five</li> <li>• identify multiplication patterns</li> <li>• match fraction models to unitary fractions</li> <li>• compare fractions with different numerators and the same denominator</li> <li>• transfer data from an organized list to a bar graph</li> </ul>
	<p style="text-align: center;"><b>AND with Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p style="text-align: center;"><b>AND with High task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	
	<ul style="list-style-type: none"> <li>• identify geometric figures which are divided into equal parts</li> </ul>	<ul style="list-style-type: none"> <li>• round numbers to nearest 10</li> <li>• identify geometric figures which are divided into equal parts</li> <li>• count unit squares to compute the area of a rectangle</li> </ul>	

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**

Grade 4 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p style="text-align: center;"><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;"><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;"><b>Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p style="text-align: center;"><b>High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify an array with the same number of objects in each row</li> <li>• identify values rounded to nearest tens place</li> <li>• identify equivalent representations of a fraction (e.g., shaded diagram)</li> <li>• compare representations of a fraction (e.g., shaded diagram)</li> <li>• identify a rectangle with the larger or smaller perimeter</li> <li>• identify a given attribute of a shape</li> <li>• identify the data drawn in a bar graph that represents the greatest value</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• match a model to a multiplication expression using two single digit numbers</li> <li>• identify a model of a multiplicative comparison</li> <li>• show division of objects into equal groups</li> <li>• round numbers to nearest 10, 100 or 1000</li> <li>• differentiate parts and wholes</li> <li>• compute the perimeter of a rectangle</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve multiplication word problems</li> <li>• show division of objects into equal groups</li> <li>• round numbers to nearest 10, 100, or 1000</li> <li>• compare two fractions with different denominators</li> <li>• sort a set of 2-dimensional shapes</li> <li>• compute the perimeter of a rectangle</li> <li>• transfer data to a graph</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• solve multiplication word problems</li> <li>• show division of objects into equal groups</li> <li>• round numbers to nearest 10, 100 or 1000</li> <li>• compare two fractions with different denominators</li> <li>• sort a set of 2-dimensional shapes</li> <li>• compute the perimeter of a rectangle</li> <li>• transfer data to a graph</li> </ul>
	<p><b>AND with Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> <li>• identify equivalent fractions</li> <li>• select a 2-dimensional shape with a given attribute</li> </ul>	<p><b>AND with High task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p> <ul style="list-style-type: none"> <li>• solve a multiplicative comparison word problem using up to two-digit numbers</li> <li>• check the correctness of an answer in the context of a scenario</li> <li>• identify equivalent fractions</li> </ul>	

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**

Grade 5 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i>	<b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i>	<b>Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	<b>High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i>
<b>He/she is able to:</b> <ul style="list-style-type: none"> <li>• solve one-step subtraction word problems</li> <li>• divide sets (no greater than 6) into two equal parts</li> <li>• identify values in the tenths place</li> <li>• identify a number in the ones, tens or hundreds place</li> <li>• identify a given axis of a coordinate plan</li> <li>• match the conversion of 3 feet to 1 yard to a model</li> <li>• calculate elapsed time (i.e., hours)</li> <li>• identify whether the values increase or decrease in a line graph</li> </ul>	<b>He/she is able to:</b> <ul style="list-style-type: none"> <li>• identify if the total will increase or decrease when combining sets</li> <li>• perform operations with decimals</li> <li>• identify a symbolic representation of the addition of two fractions</li> <li>• identify place values to the hundredths place</li> <li>• convert standard measurements</li> </ul>	<b>He/she is able to:</b> <ul style="list-style-type: none"> <li>• solve multiplication and division word problems</li> <li>• perform operations with decimals</li> <li>• solve word problems involving fractions</li> <li>• identify place values to the hundredths place</li> <li>• locate a given point on a coordinate plane when given an ordered pair</li> <li>• convert standard measurements</li> <li>• convert between minutes and hours</li> <li>• make quantitative comparisons between data sets shown as line graphs</li> </ul>	<b>He/she is able to:</b> <ul style="list-style-type: none"> <li>• solve multiplication and division word problems</li> <li>• perform operations with decimals</li> <li>• solve word problems involving fractions</li> <li>• identify place values to the hundredths place</li> <li>• locate a given point on a coordinate plane when given an ordered pair</li> <li>• convert standard measurements</li> <li>• convert between minutes and hours</li> <li>• make quantitative comparisons between data sets shown as line graphs</li> </ul>
	<b>AND with Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	<b>AND with High task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	
	<ul style="list-style-type: none"> <li>• compare the values of two products based upon multipliers</li> <li>• round decimals to nearest whole number</li> </ul>	<ul style="list-style-type: none"> <li>• compare the values of two products based upon multipliers</li> <li>• round decimals to nearest whole number</li> </ul>	

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**

Grade 6 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i>	<b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i>	<b>Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	<b>High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i>
<b>He/she is able to:</b> <ul style="list-style-type: none"> <li>• identify a model of a given percent</li> <li>• match a given unit rate to a model</li> <li>• identify a representation of two equal sets</li> <li>• identify a number less than zero on a number line</li> <li>• identify the meaning of an unknown in a modeled equation</li> <li>• count the number of grids or tiles inside a rectangle to find the area of a rectangle</li> <li>• identify the object that appears most frequently in a set of data (mode)</li> <li>• identify a representation of a set of data arranged into even groups (mean)</li> </ul>	<b>He/she is able to:</b> <ul style="list-style-type: none"> <li>• match a given ratio to a model</li> <li>• recognize a representation of the sum of two halves</li> <li>• solve real world measurement problems involving unit rates</li> <li>• identify a representation of a value less than zero</li> <li>• identify the median or the equation needed to determine the mean of a set of data</li> </ul>	<b>He/she is able to:</b> <ul style="list-style-type: none"> <li>• perform operations using up to three-digit numbers</li> <li>• solve real world measurement problems involving unit rates</li> <li>• identify positive and negative values on a number line</li> <li>• determine the meaning of a value from a set of positive and negative integers</li> <li>• solve word problems with expressions including variables</li> <li>• compute the area of a parallelogram</li> <li>• identify the median or the equation needed to determine the mean of a set of data</li> </ul>	<b>He/she is able to:</b> <ul style="list-style-type: none"> <li>• solve real world measurement problems involving unit rates</li> <li>• identify positive and negative values on a number line</li> <li>• solve word problems with expressions including variables</li> <li>• compute the area of a parallelogram</li> <li>• identify the median or the equation needed to determine the mean of a set of data</li> </ul>
	<b>AND with Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	<b>AND with High task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	
	<ul style="list-style-type: none"> <li>• perform one-step operations with two decimal numbers</li> <li>• solve word problems using a percent</li> </ul>	<ul style="list-style-type: none"> <li>• perform one-step operations with two decimal numbers</li> <li>• solve word problems using a percent</li> <li>• solve word problems using ratios and rates</li> </ul>	

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**

Grade 7 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i>	<b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i>	<b>Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i>	<b>High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i>
<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>identify a representation which represents a negative number and its multiplication or division by a positive number</li> <li>identify representations of area and circumference of a circle</li> <li>identify representations of surface area</li> <li>make qualitative comparisons when interpreting a data set presented on a bar graph or in a table</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>match a given ratio to a model</li> <li>identify the meaning of an unknown in a modeled equation</li> <li>describe a directly proportional relationship (i.e., increases or decreases)</li> <li>find the surface area of three-dimensional right prism</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>solve division problems with positive/negative whole numbers</li> <li>solve word problems involving ratios</li> <li>use a proportional relationship to solve a percentage problem</li> <li>identify proportional relationships between quantities represented in a table</li> <li>identify unit rate (constant of proportionality) in tables and graphs of proportional relationships</li> <li>compute the area of a circle</li> <li>find the surface area of a three-dimensional right prism</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>solve division problems with positive/negative whole numbers</li> <li>solve word problems involving ratios</li> <li>identify proportional relationships between quantities represented in a table</li> <li>compute the area of a circle</li> <li>find the surface area of a three-dimensional right prism</li> </ul>
	<p><b>AND with Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p><b>AND with High task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	
	<ul style="list-style-type: none"> <li>solve multiplication problems with positive/negative whole numbers</li> <li>interpret graphs to qualitatively contrast data sets</li> </ul>	<ul style="list-style-type: none"> <li>solve multiplication problems with positive/negative whole numbers</li> <li>evaluate variable expressions that represent word problems</li> <li>interpret graphs to qualitatively contrast data sets</li> </ul>	

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**

Grade 8 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p style="text-align: center;"><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;"><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;"><b>Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p style="text-align: center;"><b>High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• locate a given decimal number on a number line</li> <li>• identify the relatively larger data set when given two data sets presented in a graph</li> <li>• identify congruent rectangles</li> <li>• identify similar rectangles</li> <li>• identify an attribute of a cylinder</li> <li>• identify a rectangle with the larger or smaller area as compared to another rectangle</li> <li>• identify an ordered pair and its point on a graph</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify the solution to an equation which contains a variable</li> <li>• identify the y-intercept of a linear graph</li> <li>• match a given relationship between two variables to a model</li> <li>• identify a data display that represents a given situation</li> <li>• interpret data presented in graphs to identify associations between variables</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• locate approximate placement of an irrational number on a number line</li> <li>• solve a linear equation which contains a variable</li> <li>• identify the relationship shown on a linear graph</li> <li>• calculate slope of a positive linear graph</li> <li>• compute the change in area of a figure when its dimensions are changed</li> <li>• solve for the volume of a cylinder</li> <li>• plot provided data on a graph</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• locate approximate placement of an irrational number on a number line</li> <li>• solve a linear equation which contains a variable</li> <li>• identify the relationship shown on a linear graph</li> <li>• compute the change in area of a figure when its dimensions are changed</li> <li>• plot provided data on a graph</li> </ul>
	<p style="text-align: center;"><b>AND with Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p style="text-align: center;"><b>AND with High task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	
	<ul style="list-style-type: none"> <li>• identify congruent figures</li> <li>• use properties of similarity to identify similar figures</li> <li>• interpret data tables to identify the relationship between variables</li> </ul>	<ul style="list-style-type: none"> <li>• interpret data presented in graphs to identify associations between variables</li> <li>• interpret data tables to identify the relationship between variables</li> <li>• use properties of similarity to identify similar figures</li> <li>• identify congruent figures</li> </ul>	

**STATE DEPARTMENT OF EDUCATION  
OCTOBER 20, 2016**

Grade 11 Mathematics Performance Level Descriptors

Level 1	Level 2	Level 3	Level 4
<p style="text-align: center;"><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;"><b>Low task complexity -</b> <i>Simple problems using common mathematical terms and symbols</i></p>	<p style="text-align: center;"><b>Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p style="text-align: center;"><b>High task complexity -</b> <i>Multiple mathematical ideas presented in problems using various mathematical terms and symbolic representations of numbers, variables, and other item elements</i></p>
<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• arrange a given number of objects into two sets in multiple combinations</li> <li>• match an equation with a variable to a provided real world situation</li> <li>• determine whether a given point is or is not part of a data set shown on a graph</li> <li>• identify an extension of a linear graph</li> <li>• use a table to match a unit conversion</li> <li>• complete the formula for area of a figure</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify the model that represents a square number</li> <li>• identify variable expressions which represent word problems</li> <li>• identify the hypotenuse of a right triangle</li> <li>• identify the greatest or least value in a set of data shown on a number line</li> <li>• identify the missing label on a histogram</li> <li>• calculate the mean and median of a set of data</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• compute the value of an expression that includes an exponent</li> <li>• identify variable expressions which represent word problems</li> <li>• solve real world measurement problems that require unit conversions</li> <li>• find the missing attribute of a three-dimensional figure</li> <li>• determine two similar right triangles when a scale factor is given</li> <li>• make predictions from data tables and graphs to solve problems</li> <li>• plot data on a histogram</li> <li>• calculate the mean and median of a set of data</li> </ul>	<p><b>He/she is able to:</b></p> <ul style="list-style-type: none"> <li>• identify variable expressions which represent word problems</li> <li>• solve real world measurement problems that require unit conversions</li> <li>• determine two similar right triangles when a scale factor is given</li> <li>• make predictions from data tables and graphs to solve problems</li> <li>• plot data on a histogram</li> <li>• calculate the mean and median of a set of data</li> </ul>
	<p style="text-align: center;"><b>AND with Moderate task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	<p style="text-align: center;"><b>AND with High task complexity -</b> <i>Common problems presented in mathematical context using various mathematical terms and symbols</i></p>	
	<ul style="list-style-type: none"> <li>• identify the linear representation of a provided real world situation</li> <li>• use an equation or a linear graphical representation to solve a word problem</li> </ul>	<ul style="list-style-type: none"> <li>• identify the linear representation of a provided real world situation</li> <li>• use an equation or a linear graphical representation to solve a word problem</li> <li>• identify a histogram which represents a provided data set</li> </ul>	

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
OCTOBER 20, 2016**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>AMENDMENT TO BOARD POLICY</b> Section II.F.2. – Policies Regarding Non-classified Employees (Courtesy Vehicles) – Second Reading	Motion to approve
<b>2</b>	<b>AMENDMENT TO BOARD POLICY</b> Section II.F.3. – Policies Regarding Non-classified Employees (Annual Leave) – First Reading	Motion to approve

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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**SUBJECT**

Idaho State Board of Education Policy II.F. – Second Reading

**REFERENCE**

June 2016	Board approved the second reading of amendment to Board policy II.F (related to coach and athletic director employment agreements)
August 2016	Board approved first reading of amendment to Board policy II.F (courtesy vehicle policy)

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section II.F.  
Section 49-2426, Idaho Code

**BACKGROUND/DISCUSSION**

The proposed amendment is the result of extended discussions among the State Board of Education (Board) Athletics Committee, the Board’s Deputy Attorney General and institutional legal counsel, and the State Risk Management office. Language has been added to the policy to emphasize state regulations with respect to state-owned or leased vehicles and the insurance requirements applicable when local dealerships provide courtesy vehicles to institution personnel who choose to make personal use of those vehicles.

**IMPACT**

The proposed amendment fills a gap in previous Board policy with respect to courtesy vehicles. The revised wording reiterates existing State policy that personal use by employees of agency-owned/leased vehicles—as well as institution-controlled courtesy vehicles which are insured through the State’s Risk management program—is not permitted. The amendment also provides the minimum coverage limits, special endorsements, and “additional insured” requirements when employees obtain personal insurance for courtesy vehicles.

**ATTACHMENTS**

Attachment 1: Amendment to Board Policy Section II.F. – 2<sup>nd</sup> Reading Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed amendments to Board Policy II.F.2.b.vi will help ensure compliance and consistency with respect to use of institution-owned vehicles, including dealer-provided courtesy vehicles for college/university employees. There were no changes to the proposed amendment after the first reading. Staff recommends approval.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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**BOARD ACTION**

I move to approve the second reading of the proposed amendment to Board Policy Section II.F.2.b.vi "Policies Regarding Non-classified Employees – Automobile Exclusion and Courtesy Vehicles" as provided in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES**

**SUBSECTION: F. Policies Regarding Non-classified Employees**

June-October 2016

1. Employment Terms

a. All non-classified employees, except those set forth in Section II.F.1.b. below, serve at the pleasure of the chief executive officer, and may be dismissed at any time, with or without cause, and without notice, at the discretion of the chief executive officer.

b. Employment Contracts

- i. An institution may provide employment contracts to its non-classified employees. If an institution chooses to offer employment contracts to its non-classified employees, the employment contract must include the period of the appointment, salary, pay periods, position title, employment status and such other information as the institution may elect to include in order to define the contract of employment. Non-classified employees have no continued expectation of employment beyond their current contract of employment.
- ii. Non-classified employees, who serve pursuant to contracts of employment containing a stated salary are not guaranteed such salary in subsequent contracts or appointments, and such salary is subject to adjustment during the contract period due to financial exigency (as provided for in Section II.N of Board Policy) or through furlough or work hour adjustments (as provided for in Section II.B.2.c of Board Policy).
- iii. Each employee must acknowledge receipt and acceptance of the terms of the employment contract by signing and returning a copy to the institution initiating the offer of appointment. Failure or refusal of the employee to sign and return a copy of the employment contract within the time specified in the contract is deemed to be a rejection of the offer of employment unless the parties have mutually agreed in writing to extend the time. Nothing in this paragraph prohibits the institution from extending another offer to the employee in the event the initial offer was not signed and returned in a timely manner. Any alteration by the employee of the offer is deemed a counter-offer requiring an affirmative act of acceptance by an officer authorized to enter into contracts of employment binding the institution.
- iv. Each contract of employment shall include a statement to the following effect and intent: "The terms of employment set forth in this contract of employment are also subject to the Governing Policies and Procedures of the State Board of Education (or the Board of Regents of the University of Idaho, in the case of University of Idaho), and the policies and procedures of the institution." The contract shall also state that it may be terminated at any time for adequate cause, as defined in Section II.L. of Board Policy, or when the Board declares a state of financial exigency, as defined in Section

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES**

**SUBSECTION: F. Policies Regarding Non-classified Employees**

June-October 2016

II.N. of Board Policy. The contract shall also state that it may be non-renewed pursuant to Section II.F.5. of Board Policy.

- v. No contract of employment with such an employee may exceed one (1) year without the prior express approval of the Board, with the exception of employment agreements for athletic directors and coaches as set forth in Section II.H. of Board Policy. Employment beyond the contract period may not be legally presumed. Renewal of an employment contract is subject solely to the discretion of the chief executive officer of the institution, and, where applicable, of the Board.

2. Compensation

- a. Salary – All non-classified employees shall receive a fixed salary. A payment in addition to the fixed salary for an employee on annual contract or agreement may be authorized by the chief executive officer for documented meritorious performance, to compensate a professional annual employee for short-term work assignments or additional duties beyond what is outlined in an employee’s contract or agreement, or as incentive pay. Incentive pay may be paid for achievement of specific activities, goals or certifications as may be established by an institution in conjunction with certain programs or initiatives. All initial salaries for non-classified employees are established by the chief executive officer, subject to approval by the Board where applicable. The Board may make subsequent changes for any non-classified employee salary or may set annual salary guidelines and delegates to its executive director authority to review compliance with its annual guidelines. Any annual salary increase outside Board guidelines requires specific and prior Board approval before such increase may be effective or paid to the non-classified employee. With the exception of the chief executive officers, and other positions whose appointment is a reserved Board authority, approval of salaries shall be effective concurrently with Board approval of annual operating budgets for that fiscal year.
- b. Salaries, Salary Increases and other Compensation related items
  - i. Salaries for new appointments to dean, associate/assistant dean, vice president, and president/vice president direct-report positions may not exceed the median rate for such position established by the College and University Professional Association for Human Resources (CUPA-HR), or its equivalent, without prior Board approval.
  - ii. Appointments to acting or interim positions shall be at base salary rates no greater than ten percent (10%) more than the appointees’ salary rate immediately prior to accepting the interim appointment or ninety-five percent (95%) of the prior incumbent’s rate, whichever is greater.

Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES**

**SUBSECTION: F. Policies Regarding Non-classified Employees**

June-October 2016

- iii. Overtime Compensation – Non-classified employees earning annual leave at the equivalent rate of two (2) days for each month or major fraction thereof of credited state service are not eligible for either cash compensation or compensatory time off for overtime work. Non-classified employees in positions that are defined as “non-exempt” under the Fair Labor Standards Act earn overtime at a rate of one and one-half (1½) hours for each overtime hour worked. Other non-classified employees may earn compensatory time off at the discretion of the chief executive officer at a rate not to exceed one (1) hour of compensatory time for each hour of overtime worked.
- iv. Credited State Service - The basis for earning credited state service will be the actual hours paid not to exceed forty (40) per week.
- v. Pay Periods - All non-classified employees are paid in accordance with a schedule established by the state controller.
- vi. Automobile Exclusion and Courtesy Vehicles - ~~Unless expressly authorized by the Board, With the exception of courtesy vehicles provided for use by local car dealerships, no non-classified~~ employee will receive an automobile or automobile allowance as part of his or her compensation, unless expressly authorized by the Board. The use of institution-registered courtesy vehicles is subject to the following requirements:
  - (1) The institution will verify that all courtesy vehicle use is insured in accordance with the requirements of Idaho’s Risk Management Program.
  - (2) Personal use is not allowed for courtesy vehicles which are controlled by the institution and insured through Risk Management.
  - (3) Personal and permissive use of a courtesy vehicle is excluded from coverage under the State of Idaho’s Risk Management Program, unless the institution has verified that the employee has obtained insurance which meets the following requirements:
    - a) Employee to provide a personal automobile policy with at least \$500,000 combined single limits
    - b) Personal automobile policy must include a non-owned automobile endorsement or clause
    - c) The State of Idaho and the State Agency must be named as additional insured on the employee’s personal auto policy

3. Annual Leave

- a. Non-classified employees at the institutions, agencies earn annual leave at the equivalent rate of two (2) days per month or major fraction thereof of credited state service. Twelve-month employees employed at the entities named above may accrue leave up to a maximum of 240 hours. An employee who has accrued the maximum will not earn further leave until the employee's use of annual leave reduces the accrual below the maximum.

Non-classified employees in positions which are covered under the Fair Labor Standards Act earn annual leave in accordance with and subject to the maximum leave accruals in Section 67-5334, Idaho Code.

- b. Non-classified employees appointed to less than full-time positions earn annual leave on a proportional basis dependent upon the terms and conditions of employment.
  - d) Professional Leave - At the discretion of the chief executive officer, non-classified employees may be granted professional leave with or without compensation under conditions and terms as established by the chief executive officer.
  - e) Pursuant to section 59-1606(3), Idaho Code, when a classified employee's position is changed to non-classified, or when a classified employee is moved into a non-classified position, and that employee, due to the employee's years of service, has an annual leave balance in excess of 240 hours, then the institution may pay the employee as supplemental pay the balance that is in excess of 240 hours.

4. Performance Evaluation

Each institution or agency must establish policies and procedures for the performance evaluation of non-classified employees, and are responsible for implementing those policies in evaluating the work performance of employees. The purposes of employee evaluations are to identify areas of strength and weakness, to improve employee work performance, and to provide a basis on which the chief executive officers and the Board may make decisions concerning retention, promotion, and merit salary increases. All non-classified employees must be evaluated annually. Any written recommendations that result from a performance evaluation must be signed by the appropriate supervisor, a copy provided to the employee and a copy placed in the official personnel file of the employee. Evaluation ratings that result in findings of inadequate performance of duties or failure to perform duties constitute adequate cause as set forth in Section II.L. of Board Policy.

5. Non-Renewal of Non-classified Contract Employees

- a. Notice of the decision of the chief executive officer to not renew a contract of employment must be given in writing to the non-classified employee at least sixty (60) calendar days before the end of the existing period of appointment for annual appointments. For appointments of less than one year, the written notice must be at least thirty (30) days prior to the end of the existing period of appointment. Reasons for non-renewal need not be stated. Non-renewal without cause is the legal right of the Board. If any reasons for non-renewal are provided to the employee for information, it does not convert the non-renewal to dismissal for cause and does not establish or shift any burden of proof. Failure to give timely notice of non-renewal because of mechanical, clerical, mailing, or similar error is not deemed to renew the contract of employment for another full term, but the existing term of employment must be extended to the number of days necessary to allow sixty (60) (or thirty days where applicable) calendar days' notice to the employee.
- b. Except as set forth in this paragraph, non-renewal is not grievable within the institution nor is it appealable to the Board. However, if an employee presents bona fide allegations and evidence to the chief executive officer of the institution that the non-renewal of the contract of employment was the result of discrimination prohibited by applicable law, the employee is entitled to use the internal discrimination grievance procedure set forth in Section II.M. to test the allegation. If the chief executive officer is the subject of the allegations, the employee may present the bona fide allegations and evidence to the Executive Director. The normal internal grievance procedure for discrimination must be used unless changed by mutual consent of the parties. The ultimate burden of proof rests with the employee. The institution is required to offer evidence of its reasons for non-renewal only if the employee has made a prima facie showing that the recommendation of non-renewal was made for reasons prohibited by applicable law. Unless mutually agreed to by the parties in writing, the use of the discrimination grievance procedure will not delay the effective date of non-renewal. Following the discrimination grievance procedures, if any, the decision of the institution, is final, subject to Section II.F.5.c., below.
- c. If, and only if, the chief executive officer is the subject of the alleged discrimination prohibited by applicable law, the non-classified contract employee may petition the Board to review the final action of the institution. Any petition for review must be filed at the Office of the State Board of Education within fifteen (15) calendar days after the employee receives notice of final action. The Board may agree to review the final action, setting out whatever procedure and conditions for review it deems appropriate, or it may choose not to review the final action. The fact that a review petition has been filed will not stay the effectiveness of the final action, nor will the grant of a petition for review, unless specifically provided by the Board. Board review is not a matter of right. An employee need not petition for Board review in



order to have exhausted administrative remedies for purposes of judicial review. Nothing in this section should be construed as any prohibition against filing a complaint with any appropriate state or federal entity, including but not limited to the Equal Employment Opportunity Commission (EEOC) or the Idaho Human Rights Commission (IHRC).

6. Tenure

Non-classified employees are generally not entitled to tenure. Certain, very limited, exceptions to this general rule are found in Subsection G.6 of these personnel policies and procedures.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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**SUBJECT**

Idaho State Board of Education Policy II.F.2 and 3. – First Reading

**REFERENCE**

June 2016	The Idaho State Board of Education (Board) approved the second reading of amendment to Board policy II.F (pertaining to coach and athletic director employment agreements)
August 2016	Board approved first reading of amendment to Board policy II.F (courtesy vehicle policy)

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education (Board) Governing Policies & Procedures, Sections II.A. and II.F., subsections 2 and 3.  
Sections 59-1607, 67-5303(j), 67-5329 and 67-5334, Idaho Code

**BACKGROUND/DISCUSSION**

In March 2014, President Obama directed the US Department of Labor (DOL) to review and update overtime eligibility standards under the Fair Labor Standards Act (FLSA) through the federal rulemaking process. The DOL published its final rule on May 23, 2016, with an implementation date of December 1, 2016 (Final Rule). The Final Rule updates the salary level required for the executive, administrative, and professional overtime exemptions from \$455 per week (\$23,660 per year) to \$913 per week (\$47,476 per year). As a result of implementation of the Final Rule, a number of non-classified professional staff at the institutions and agencies under the Board's governance who have been "overtime exempt" (i.e., not eligible for overtime) will now become overtime-eligible.

The Board is authorized, pursuant to Section 67-5303(j), Idaho Code, to designate certain positions as non-classified positions. Under Board Policy II.A., the Board has delegated primary responsibility for personnel management at the institutions to the chief executive officers within the extent allowed by Board policy and state law.

Section 59-1606, Idaho Code, authorizes the Board to set the vacation leave policies for its non-classified employees. Board Policy II.F. Policies Regarding Non-classified Employees sets out the requirements for individuals employed as non-classified employees at the agencies and institutions under the Board's governance, with the exception of policies for those employees who are in classifications that are called out specifically in other Board policies, such as Board Policy II.G. (Faculty) and II.H. (Coaching Personnel).

Board Policy II.F. specifies that non-classified employees who are not overtime eligible accrue annual leave (vacation time) at a rate of two (2) days per month. Board Policy II.F. also specifies that non-classified employees who are overtime eligible earn annual leave in accordance with the provisions of Section 67-5334,

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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Idaho Code. Section 67-5334, Idaho Code sets the rate of vacation accrual for classified and non-classified state employees. The rate of vacation accrual varies depending on whether an employee is classified or non-classified and the employee's length of service with the state, from approximately one (1) day to one point seventy five (1.75) days per month. Vacation accrual rates also impact the maximum amount of vacation that may be accumulated. State employees earning vacation time at the rate of two (2) days per month may not accumulate more than 240 hours of leave, while employees earning leave at the lower rates of accrual may accumulate between 192 hours to 336 hours depending on the length of time employed with the state.

Institutions and agencies under the Board are grappling with how to deal with the increased overtime-exempt threshold. Current employees affected by the change have been identified by the institutions and agencies. Institutions and agencies have the option of limiting payment of overtime by restricting employees' working hours to 40 hours per week, where possible. Raising salaries above the \$47,476 annual threshold is also an option, for those positions that also meet the "duties" test.

As detailed above, the new overtime eligibility impact extends beyond the actual impact of the payment of overtime to issues involving vacation accrual. Once implemented, the Final Rule will result in existing non-classified staff becoming overtime-eligible. Once overtime eligible, under existing Board Policy II.F., vacation time accruals would be reduced from two (2) days per month to a lesser amount.

In addition to the issue of vacation time accrual, it was discovered that the current Board policy regarding overtime compensation (Board Policy II.F.2.b.iii.) is not consistent with state law. Sections 59-1607 and 67-5329, Idaho Code, prohibit classified and non-classified officers and employees who are included in the definition of section 67-5303(j) from earning either overtime compensation or compensatory time. Until such time as state law can be amended it is necessary to remove the conflicting language from Board Policy II.F.2 (Compensation).

The proposed amendments to Board Policy II.F. amend subsection 2.b. bringing it into alignment with existing state law and updating subsection 3.a. to allow those individuals who are non-classified and currently earning leave at a rate of two (2) days per month to continue to earn leave at that rate as long as they remain in their current position.

**IMPACT**

At this time there has not been an analysis completed on the estimated fiscal impact to the total compensation package received by impacted employees. The institutions and agencies under the Board's governance are subject to the federal overtime eligibility requirements. The fiscal impact of having more staff who are overtime eligible may be controlled by limiting employees from working hours in



**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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continue to accrue leave at a rate based on two (2) days per month for full time employees. The proposed amendment would result in the institutions and agencies forgoing any leave accrual savings which might have been seen by application of the lower leave accrual rate to newly overtime eligible non-classified employees.

This proposed amendment deals with a complicated issue. Staff will provide a brief overview of the impact of the Final Rule and some examples of how newly overtime-eligible professional staff members would be differentially impacted under different workplace scenarios.

If the first reading of the proposed amendment is approved, it is anticipated that a second reading would take place during a special Board meeting in late November, in order for the policy to be in place by December 1, 2016. Financial and/or Human Resources staff of the institutions and agencies may be available to answer questions regarding the impact of the proposed changes to their specific institutions.

**BOARD ACTION**

I move to approve the first reading of the proposed amendment to Board Policy Section II.F.3 Policies Regarding Non-classified Employees – Annual Leave, subsections 2 and 3, as provided in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_ No \_\_\_

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: II. HUMAN RESOURCES POLICIES AND PROCEDURES**

**SUBSECTION: F. Policies Regarding Non-classified Employees**

June-December 2016

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*(Break in Continuity of Sections)*

2. Compensation

a. Salary – All non-classified employees shall receive a fixed salary. A payment in addition to the fixed salary for an employee on annual contract or agreement may be authorized by the chief executive officer for documented meritorious performance, to compensate a professional annual employee for short-term work assignments or additional duties beyond what is outlined in an employee's contract or agreement, or as incentive pay. Incentive pay may be paid for achievement of specific activities, goals or certifications as may be established by an institution in conjunction with certain programs or initiatives. All initial salaries for non-classified employees are established by the chief executive officer, subject to approval by the Board where applicable. The Board may make subsequent changes for any non-classified employee salary or may set annual salary guidelines and delegates to its executive director authority to review compliance with its annual guidelines. Any annual salary increase outside Board guidelines requires specific and prior Board approval before such increase may be effective or paid to the non-classified employee. With the exception of the chief executive officers, and other positions whose appointment is a reserved Board authority, approval of salaries shall be effective concurrently with Board approval of annual operating budgets for that fiscal year.

b. Salaries, Salary Increases and other Compensation related items

- i. Salaries for new appointments to dean, associate/assistant dean, vice president, and president/vice president direct-report positions may not exceed the median rate for such position established by the College and University Professional Association for Human Resources (CUPA-HR), or its equivalent, without prior Board approval.
- ii. Appointments to acting or interim positions shall be at base salary rates no greater than ten percent (10%) more than the appointees' salary rate immediately prior to accepting the interim appointment or ninety-five percent (95%) of the prior incumbent's rate, whichever is greater.
- iii. ~~Overtime Compensation – Non-classified employees earning annual leave at the equivalent rate of two (2) days for each month or major fraction thereof of credited state service are not eligible for either cash compensation or compensatory time off for overtime work.~~ Non-classified employees in positions that are defined as "non-exempt" ~~overtime eligible~~ under the Fair Labor Standards Act (FLSA) earn ~~overtime cash compensation or compensatory time off~~ at a rate of one and one-half (1½) hours for each overtime hour worked. ~~Other non-classified employees may earn compensatory time off at the discretion of the chief executive officer at a rate not to exceed one (1) hour of compensatory time for each hour of overtime worked.~~
- iv. Credited State Service - The basis for earning credited state service will be the actual hours paid not to exceed forty (40) per week.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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- v. Pay Periods - All non-classified employees are paid in accordance with a schedule established by the state controller.
- vi. Automobile Exclusion - Unless expressly authorized by the Board, no non-classified employee will receive an automobile or automobile allowance as part of his or her compensation.

3. Annual Leave

a. Non-classified employees at the institutions, agencies earn annual leave at the equivalent rate of two (2) days per month or major fraction thereof of credited state service. Twelve-month employees employed at the entities named above may accrue leave up to a maximum of 240 hours. An employee who has accrued the maximum will not earn further leave until the employee's use of annual leave reduces the accrual below the maximum.

Notwithstanding the preceding paragraph, Non-classified employees in positions which are covered are overtime eligible under the Fair Labor Standards Act (FLSA) earn annual leave in accordance with and subject to the maximum leave accruals in Section 67-5334, Idaho Code (Personnel System). Non-classified employees in positions which are not overtime eligible under the FLSA as of November 30, 2016, but become overtime eligible under the federal Department of Labor's final rule updating the FLSA's overtime regulations which goes into effect on December 1, 2016, shall continue to accrue vacation leave as set forth in the preceding paragraph, provided the employee remains in the same position.

b. Non-classified employees appointed to less than full-time positions earn annual leave on a proportional basis dependent upon the terms and conditions of employment.

c. Professional Leave - At the discretion of the chief executive officer, non-classified employees may be granted professional leave with or without compensation under conditions and terms as established by the chief executive officer.

d. Pursuant to section 59-1606(3), Idaho Code, when a classified employee's position is changed to non-classified, or when a classified employee is moved into a non-classified position, and that employee, due to the employee's years of service, has an annual leave balance in excess of 240 hours, then the institution may pay the employee as supplemental pay the balance that is in excess of 240 hours.

*(Break in Continuity of Sections)*

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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Estimated number of current non-classified employees impacted by change in overtime eligibility:

	<b>Impacted</b>
Boise State University	370
Eastern Idaho Technical College	19
Idaho State University	135
Lewis-Clark State College	57
University of Idaho	138
<hr/>	
Total	<b>719</b>
Office of the State Board of Education	2
Career Technical Education	2
Vocational Rehabilitation	34
Idaho Public Television	0
<hr/>	
Total	<b>38</b>



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**BUSINESS AFFAIRS AND HUMAN RESOURCES  
OCTOBER 20, 2016**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>FY 2017 SOURCES AND USES OF FUNDS</b>	Information item
<b>2</b>	<b>AMENDMENT TO BOARD POLICY</b> Section V.S. – Allocation of Lump Sum Appropriation – First Reading	Motion to approve
<b>3</b>	<b>IDAHO NATIONAL LABORATORY</b> Board Sponsorship of Idaho National Laboratory Project - Update	Information item
<b>4</b>	<b>BOISE STATE UNIVERSITY</b> Capital Project Construction Phase – Fine Arts Building	Motion to approve
<b>5</b>	<b>IDAHO STATE UNIVERSITY</b> Purchasing Policy	Motion to approve
<b>6</b>	<b>LEWIS-CLARK STATE COLLEGE</b> Capital Project Financing Plan and Construction Phase – Spalding Hall Renovation	Motion to approve

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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**SUBJECT**

FY 2017 College and Universities “Summary of Sources and Uses of Funds”

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Sections V.B.4.b., V.B.5.c. and V.B.6.b.

**BACKGROUND/DISCUSSION**

The College and Universities receive funding from a variety of sources. A summary of the revenue sources is as follows:

**Revenue types include:**

Approp: General Funds – State appropriation of state funds

Approp: Endowment Funds – Idaho State University (ISU), University of Idaho (UI) and Lewis-Clark State College (LCSC) are the beneficiaries of income from state endowment lands

Approp: Student Fees – Tuition and Fees approved by the Board; Legislature appropriates spending authority

Institutional Student Fees – Fees approved by the institution presidents

Federal Grants & Contracts – Extramural grants and contracts awarded by the Federal government

Federal Student Financial Aid – Funds passed through to students

State Grants & Contracts – Grants and contracts awarded by the State: may include state scholarships and work study funds

Private Gifts, Grants & Contracts – Other non-governmental gifts, grants and contracts

Sales & Services of Educational Activities – Includes: (i) revenues that are related incidentally to the conduct of instruction, research, and public service and (ii) revenues of activities that exist to provide instructional and laboratory experience for students and that incidentally create goods and services that may be sold to students, faculty, staff, and the general public. Examples would include sales of scientific and literary publications, testing services, etc.

Sales & Services of Auxiliary Enterprises – An institutional entity that exists predominantly to furnish goods or services to students, faculty, or staff, and that charges a fee directly related to the cost of the goods or services. Examples include residence halls, food services, student unions, bookstores, copy centers, health centers, etc.

Indirect Costs/Other – Also known as Facilities and Administrative (F&A) Cost recovery, on many grants an institution may charge a grantor for indirect costs. The expense to the grant is not a specifically identifiable cash outlay but a “recovery” of general overhead costs. Other revenue may also include Millennium funds.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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The institutions' expenditures fall into the following standard functional categories:

**Expenditure Categories:**

Instruction – expenses for all activities that are part of an institution's instruction program (credit and noncredit courses; academic, vocational, and technical instruction; remedial and tutorial instruction; etc.)

Research – all expenses for individual and/or project research as well as that of institutes and research centers

Public Service -- expenses for activities established primarily to provide non-instructional services beneficial to individuals and groups external to the institution (e.g. conferences, institutes, radio and television, consulting, museums, etc.)

Library – expenses for retention, preservation, and display of educational materials and organized activities that directly support the operation of a catalogued or otherwise classified collection

Student Services – expenses incurred for offices of admissions, registrar and financial aid, student activities, cultural events, student newspapers, intramural athletics, student organizations, etc.

Physical Plant – all expenses for the administration, supervision, operation, maintenance, preservation, and protection of the institution's physical plant.

Institutional Support – expenses for central, executive-level activities concerned with management and long-range planning for the entire institution, such as planning and programming operations and legal services; fiscal operations; activities concerned with community and alumni relations, including development and fund raising; etc.

Academic Support – expenses incurred to provide support services for the institution's primary missions: instruction, research, and public service (includes academic administration, galleries, A-V services, etc.)

Athletics – expenses for intercollegiate sports programs are a separately budgeted auxiliary enterprise

Auxiliary Enterprises – an enterprise which exists to furnish goods or services to students, faculty, staff, other institutional departments, or incidentally to the general public, and charges a fee directly related to, although not necessarily equal to, the cost of the goods or services. The distinguishing characteristic of an auxiliary enterprise is that it is managed to operate as a self-supporting activity. Examples include residence halls, food services, student unions, bookstores, copy centers, health centers, etc.

Scholarships/Fellowships – includes expenses for scholarships and fellowships (from restricted or unrestricted funds) in the form of grants to students.

Federal Student Financial Aid – funds passed through to students

Other – institution specific unique budgeted expenditures

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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**IMPACT**

The attached worksheets provide a high level overview of the institutions' sources of funding and expenditures based on the standard categories listed above. The trend analysis shows how the allocation of budgeted revenues and expenditures has changed since fiscal year 2010 excluding any mid-year adjustments (e.g. holdbacks).

**ATTACHMENTS**

Attachment 1 – Aggregate Trend Report	Page 5
Attachment 2 – Aggregate Annual Report	Page 6
Attachment 3 – Boise State University Trend Report	Page 7
Attachment 4 – Boise State Annual Report	Page 8
Attachment 5 – Idaho State University Trend Report	Page 9
Attachment 6 – Idaho State University Annual Report	Page 10
Attachment 7 – University of Idaho Trend Report	Page 11
Attachment 8 – University of Idaho Annual Report	Page 12
Attachment 9 – Lewis-Clark State College Trend Report	Page 13
Attachment 10 – Lewis-Clark State College Annual Report	Page 14

**STAFF COMMENTS AND RECOMMENDATIONS**

Starting in FY 2013, federal student aid was disaggregated from Federal Grants & Contracts on the revenue side and from Scholarships/Fellowships on the expense side since federal aid only passes through the institution to the eligible students.

Institution staff will be available to answer questions from the Board.

**BOARD ACTION**

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

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**College and Universities  
Sources and Uses of Funds**

a	b 2010	c 2011	d 2012	e 2013	f 2014	g 2015	h 2016	i 2016	i vs b	
	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change	
<b>Revenues by Source:</b>										
1	Approp: General Funds	\$299,109,226	\$259,619,803	\$251,916,503	\$269,919,595	\$279,452,595	\$298,525,915	\$298,525,915	\$309,424,472	3%
2	Approp: Federal Stimulus	\$15,140,600	\$4,305,900	\$0	\$0	\$0	\$0	\$0	\$0	-100%
3	Approp: Endowment Funds	9,616,400	9,616,600	9,616,600	9,927,400	10,729,200	12,528,000	12,528,000	13,980,000	45%
4	Approp: Student Fees	147,923,452	177,342,376	202,215,526	216,238,128	227,240,000	241,252,060	241,252,060	247,102,865	67%
5	Institutional Student Fees	70,354,988	66,974,551	71,649,406	79,135,463	86,355,074	84,993,859	84,993,859	85,300,154	21%
6	Federal Grants & Contracts	345,950,919	389,010,370	415,693,822	112,497,648	115,546,707	112,713,666	112,713,666	126,045,621	-64%
7	Federal Student Financial Aid	0	0	0	312,522,291	307,937,134	288,465,659	288,465,659	290,298,904	100%
8	State Grants & Contracts (1)	19,547,568	19,791,273	21,583,007	22,152,755	21,682,868	22,847,714	22,847,714	21,567,928	10%
9	Private Gifts, Grants & Contr	61,212,799	52,374,136	53,920,532	64,120,559	67,276,644	63,564,826	63,564,826	65,936,856	8%
10	Sales & Serv of Educ Act	36,919,925	36,783,785	30,744,992	24,044,782	24,780,015	26,730,054	26,730,054	26,407,658	-28%
11	Sales & Serv of Aux Ent	107,248,607	110,074,583	113,931,176	116,207,575	114,684,647	108,802,298	108,802,298	106,589,926	-1%
12	Indirect Cost Recovery	16,240,498	20,580,602	22,647,183	21,792,012	19,517,154	17,810,995	17,810,995	18,149,490	12%
13	Other	30,307,244	24,151,223	26,774,339	31,897,012	38,387,194	35,284,442	35,284,442	38,071,357	26%
14	<b>Total Revenues</b>	<b>\$1,159,572,226</b>	<b>\$1,170,625,202</b>	<b>\$1,220,693,086</b>	<b>\$1,280,455,220</b>	<b>\$1,313,589,232</b>	<b>\$1,313,519,488</b>	<b>\$1,313,519,488</b>	<b>\$1,348,875,232</b>	<b>16%</b>
15										
<b>Expenditures by Function</b>										
17	Instruction	\$291,533,121	\$294,191,076	\$301,572,754	\$318,647,448	\$333,078,432	\$346,136,944	\$346,136,944	\$372,035,687	28%
18	Research	125,105,050	128,674,626	127,060,429	138,537,678	138,668,790	133,858,279	133,858,279	133,054,905	6%
19	Public Service	49,677,930	49,068,029	47,316,195	48,191,701	50,471,780	52,407,594	52,407,594	53,214,750	7%
23	Academic Support	51,936,010	45,280,025	49,906,432	52,845,452	57,204,583	59,818,983	59,818,983	61,968,783	19%
20	Library	21,383,390	20,814,300	20,878,394	22,471,260	22,866,050	24,139,803	24,139,803	25,320,033	18%
21	Student Services	32,820,763	33,483,114	35,749,087	40,597,148	41,517,946	44,381,614	44,381,614	47,944,525	46%
22	Institutional Support	93,931,121	90,467,652	88,930,254	91,353,187	94,527,863	99,533,947	99,533,947	100,638,685	7%
23	Physical Plant	66,661,815	62,713,180	63,567,095	69,663,266	73,626,803	73,943,495	73,943,495	79,788,207	20%
24	Scholarships/Fellowships	266,065,077	294,625,270	330,513,313	29,479,224	32,740,699	32,630,710	32,630,710	35,123,507	-87%
25	Federal Student Financial Aid	0	0	0	312,522,291	307,937,134	288,465,659	288,465,659	290,298,904	100%
26	Auxiliary Enterprises (2)	95,677,135	91,616,578	92,340,574	92,031,875	95,364,479	88,373,548	88,373,548	83,664,258	-13%
27	Athletics	49,707,574	57,338,387	58,102,906	64,064,804	62,856,999	62,584,986	62,584,986	67,091,842	35%
28	Other-Incl One-Time	14,171,537	3,045,065	2,641,078	1,659,729	1,843,465	9,583,149	9,583,149	5,349,192	-62%
29										
30	<b>Total Bdgt by Function</b>	<b>\$1,158,670,523</b>	<b>\$1,171,317,303</b>	<b>\$1,218,578,511</b>	<b>\$1,282,065,063</b>	<b>\$1,312,705,023</b>	<b>\$1,315,858,712</b>	<b>\$1,315,858,712</b>	<b>\$1,355,493,278</b>	<b>17%</b>

(1) Includes state grants, scholarships, and work study

(2) Auxiliary Enterprises includes University of Idaho's Student Recreation Center



**College & Universities Summary**  
**Summary of Sources and Uses of Ongoing Funds**  
**Fiscal Year 2017**

		A	B	C	D	E	F	G	H	
		Operating Budgets								
		Board Approved Budgets			CEO Approved	Estimated Budgets		Total	%	
		General Education	Career- Technical Education	Special Programs	Auxiliary Enterprise	Instit Accounts	Grants & Contracts	Operating Budgets	of Total	
<b>SOURCES OF FUNDS:</b>										
State Appropriations										
1	General Account	\$270,174,800	\$16,003,842	\$42,677,500	\$0	\$0	\$0	\$328,856,142	24.1%	
2	General Acct - One time funds	9,371,700	820,149	1,000,900	0	0	0	11,192,749	0.8%	
3	Endowment Funds	15,840,000	0	0	0	0	0	15,840,000	1.2%	
4	Student Fees	250,818,952	0	211,808	0	0	0	251,030,760	18.4%	
5	One-time Other Funds	3,440,700	0	99,200	0	0	0	3,539,900	0.3%	
6	Millennium Funds	526,100	0	0	0	0	0	526,100	0.0%	
7										
8	Total Appropriations	\$550,172,252	\$16,823,991	\$43,989,408	\$0	\$0	\$0	\$610,985,651	44.7%	
9										
10	Other Student Fees	\$0	\$0	\$1,668,400	\$25,212,974	\$63,121,697	\$0	\$90,003,071	6.6%	
11	Federal Approp/Grants/Contrac	\$0	\$0	\$0	\$0	\$0	\$110,262,677	110,262,677	8.1%	
12	Federal Student Financial Aid	\$0	\$0	\$0	\$0	\$0	\$284,572,355	284,572,355	20.8%	
13	State Grants & Contracts	\$0	\$0	\$0	\$0	\$461,136	\$22,454,821 (3)	22,915,957	1.7%	
14	Private Gifts, Grts & Contr	\$0	\$0	\$0	\$15,239,115	\$32,189,458	\$16,149,924	63,578,497	4.7%	
15	Sales & Serv of Educ Act	\$0	\$0	\$0	\$0	\$26,475,373	\$0	26,475,373	1.9%	
16	Sales & Serv of Aux Ent	\$0	\$0	\$0	\$89,628,942	\$12,675,360	\$0	102,304,302	7.5%	
17	Indirect Costs	\$0	\$0	\$0	\$0	\$17,923,636	\$0	17,923,636	1.3%	
18	Other	\$659,548	\$0	\$124,000	\$7,537,367	\$27,330,975	\$2,368,953	38,020,843	2.8%	
19										
20	Total Revenue	\$550,831,800	\$16,823,991	\$45,781,808	\$137,618,398	\$180,177,634	\$435,808,730	\$1,367,042,361	100.0%	

**21 USES OF FUNDS:**

22	Instruction	\$249,558,390	\$15,367,278	\$11,451,908	\$0	\$72,343,858	\$17,615,817	\$366,337,251	26.4%
23	Research	\$22,257,277	\$0	\$20,042,253	\$0	\$11,884,787	\$90,045,277	144,229,594	10.4%
24	Public Service	\$1,832,971	\$0	\$13,265,047	\$0	\$5,946,775	\$36,532,956	57,577,749	4.2%
25	Academic Support	\$45,782,234	\$503,646	\$0	\$0	\$18,110,920	\$88,050	64,484,850	4.7%
26	Libraries	\$25,417,326	\$0	\$0	\$0	\$937,452	\$2,645	26,357,423	1.9%
27	Student Services	\$33,106,479	\$107,596	\$0	\$0	\$14,753,803	\$1,780,720	49,748,598	3.6%
28	Institutional Support	\$72,196,500	\$25,322	\$0	\$0	\$32,965,218	\$0	105,187,040	7.6%
29	Physical Plant	\$65,704,387	\$0	\$0	\$0	\$12,324,475	\$0	78,028,862	5.6%
30	Scholarships & Fellowships	\$13,294,893	\$0	\$0	\$2,200,207	\$15,687,671	\$3,239,775	34,422,546	2.5%
31	Federal Student Financial Aid	\$0	\$0	\$0	\$0	\$0	\$284,572,355	284,572,355	20.5%
32	Auxiliary Enterprises (2)	\$11,400	\$0	\$0	\$86,529,311	\$749,457	\$0	87,290,168	6.3%
33	Athletics (1)	\$12,154,493	\$0	\$0	\$55,459,183	\$2,099,700	\$0	69,713,376	5.0%
34	Other (Incl One-Time Funds)	\$14,549,400	\$820,149	\$1,022,600	\$0	\$0	\$1,931,135	18,323,284	1.3%
35									
36	Total Uses	\$555,865,749	\$16,823,991	\$45,781,808	\$144,188,701	\$187,804,116	\$435,808,730	\$1,386,273,095	100.0%
37									
38									
39	Incr/(Decr) to Balance	(\$5,033,949)	\$0	\$0	(\$6,570,303)	(\$7,626,482)	\$0	(\$19,230,734)	
40									
41									
42	Employee FTE	4,511.37	196.08	319.32	578.40	1,103.69	396.97	7,105.83	
43									

44 (1) General Education program supports intercollegiate athletics which is an auxiliary enterprise and reported in the General Education column not the auxiliary enterprise column.

45 (2) Auxiliary Enterprises includes University of Idaho's Kibbie Dome operations

46 (3) Includes state grants, scholarships, and work study

**Boise State University  
Sources and Uses of Funds**

a	b	c	d	e	f	g	h	i	i vs b	
	2010	2011	2012	2013	2014	2015	2016	2017		
	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change	
<b>Revenues by Source:</b>										
1	Approp: General Funds	\$78,835,980	\$70,506,500	\$68,005,800	\$74,496,000	\$77,703,500	\$83,460,500	\$86,302,700	\$93,744,600	19%
2	Approp: Federal Stimulus	4,856,400	1,381,100	-	-	-	-	-	-	-100%
3	Approp: Endowment Funds	0	0	0	0	0	0	0	0	0%
4	Approp: Student Fees	55,165,000	61,818,400	70,126,300	76,318,400	82,819,800	90,629,600	93,423,300	95,988,900	74%
5	Institutional Student Fees	29,373,721	24,094,812	27,302,419	31,241,972	37,736,289	37,827,575	33,142,081	38,341,469	31%
6	Federal Grants & Contracts	89,641,739	91,434,574	114,526,277	32,100,129	32,742,131	26,946,770	43,000,000	28,000,000	-69%
7	Federal Student Financial Aid				93,000,000	93,000,000	85,000,000	95,000,000	100,000,000	100%
8	State Grants & Contracts (1)	2,840,328	2,897,135	3,379,468	2,502,674	2,597,409	2,742,190	3,400,000	5,000,000	76%
9	Private Gifts, Grants & Contr	22,489,477	17,621,575	17,222,042	24,613,704	30,515,015	28,501,024	30,138,214	28,740,642	28%
10	Sales & Serv of Educ Act	0	0	0	0	0	0	0	0	0%
11	Sales & Serv of Aux Ent	49,268,011	47,671,784	54,170,604	53,138,693	54,301,532	54,579,692	53,577,283	47,313,670	-4%
12	Indirect Cost Recovery	3,083,009	4,491,646	5,395,226	5,430,885	5,539,503	4,349,889	4,317,000	4,000,000	30%
13	Other	15,273,559	8,310,233	15,075,691	20,444,074	26,188,400	23,030,296	26,490,835	28,003,601	83%
14	<b>Total Revenues</b>	<b>\$350,827,224</b>	<b>\$330,227,759</b>	<b>\$375,203,827</b>	<b>\$413,286,531</b>	<b>\$443,143,579</b>	<b>\$437,067,536</b>	<b>\$468,791,413</b>	<b>\$469,132,882</b>	<b>34%</b>
15										
<b>Expenditures by Function</b>										
17	Instruction	\$86,989,423	\$90,631,721	\$92,024,606	\$102,215,854	\$112,366,933	\$116,927,364	\$138,977,056	\$124,501,577	43%
18	Research	18,088,831	15,026,939	19,967,082	30,867,286	32,111,329	24,547,890	23,830,164	28,050,519	55%
19	Public Service	12,534,632	12,786,895	12,177,939	13,479,370	13,788,180	15,300,187	15,843,894	18,842,465	50%
23	Academic Support	22,050,035	15,686,466	18,826,838	19,966,959	22,892,201	25,052,930	25,977,315	26,930,138	22%
20	Library	7,160,147	6,997,873	6,902,947	7,291,196	7,287,094	7,556,320	7,909,739	8,072,725	13%
21	Student Services	13,195,914	11,941,830	12,117,207	16,026,556	16,541,328	18,390,266	19,460,886	19,137,485	45%
22	Institutional Support	33,745,968	26,710,970	28,989,836	29,764,591	33,325,817	37,054,222	37,101,030	39,212,664	16%
23	Physical Plant	18,189,410	15,081,111	15,398,849	20,339,348	21,262,303	19,701,035	22,388,588	21,771,220	20%
24	Scholarships/Fellowships	72,646,006	71,650,735	96,328,558	10,846,409	13,164,621	11,728,102	13,438,598	9,671,912	-87%
25	Federal Student Financial Aid				93,000,000	93,000,000	85,000,000	95,000,000	100,000,000	100%
26	Auxiliary Enterprises	38,904,476	33,068,047	38,755,931	36,169,293	41,568,212	39,687,332	35,601,382	39,640,969	2%
27	Athletics	26,312,240	32,806,108	33,540,533	37,883,119	36,051,747	35,842,187	39,067,625	41,841,325	59%
28	Other-Incl One-Time	800,000	1,381,100	530,400	0	0	3,114,400	1,273,700	5,361,700	570%
29										
30	<b>Total Bdgt by Function</b>	<b>\$350,617,082</b>	<b>\$333,769,795</b>	<b>\$375,560,726</b>	<b>\$417,849,981</b>	<b>\$443,359,765</b>	<b>\$439,902,235</b>	<b>\$475,869,977</b>	<b>\$483,034,699</b>	<b>38%</b>
31										
32	<b>Incr/(Decr) to Balance</b>	<b>\$210,142</b>	<b>(\$3,542,036)</b>	<b>(\$356,899)</b>	<b>(\$4,563,450)</b>	<b>(\$216,186)</b>	<b>(\$2,834,699)</b>	<b>(\$7,078,564)</b>	<b>(\$13,901,817)</b>	

(1) Includes state grants, scholarships, and work study

**Boise State University**  
**Summary of Sources and Uses of Funds**  
**Fiscal Year 2017**

	A	B	C	D	E	F	G	H	
	Operating Budgets								
	Board Approved Budgets			CEO Approved	Estimated Budgets		Total	%	
	General Education	Career- Technical Education	Special Programs	Auxiliary Enterprise	Instit Accounts	Grants & Contracts	Operating Budgets	of Total	
<b>SOURCES OF FUNDS:</b>									
State Appropriations									
1	General Account	\$89,887,100	\$776,500				\$90,663,600	19.3%	
2	General Acct - One time funds	\$3,081,000					3,081,000	0.7%	
3	Endowment Funds						0	0.0%	
4	Student Fees	95,988,900					95,988,900	20.5%	
5	One-time Other Funds	2,280,700					2,280,700	0.5%	
6	Millennium Funds						0	0.0%	
7									
8	Total Appropriations	\$191,237,700	\$0	\$776,500	\$0	\$0	\$192,014,200	40.9%	
9									
10	Other Student Fees			\$8,927,663	\$29,413,806		\$38,341,469	8.2%	
11	Federal Approp/Grants/Contracts					28,000,000	28,000,000	6.0%	
12	Federal Student Financial Aid					100,000,000	100,000,000	21.3%	
13	State Grants & Contracts					5,000,000 (2)	5,000,000	1.1%	
14	Private Gifts, Grts & Contr			11,907,921	11,832,721	5,000,000	28,740,642	6.1%	
15	Sales & Serv of Educ Act						0	0.0%	
16	Sales & Serv of Aux Ent			47,313,670			47,313,670	10.1%	
17	Indirect Costs				4,000,000		4,000,000	0.9%	
18	Other			6,802,717	18,920,184		25,722,901	5.5%	
19									
20	Total Revenue	\$191,237,700	\$0	\$776,500	\$74,951,971	\$64,166,711	\$138,000,000	\$469,132,882	100.0%

**21 USES OF FUNDS:**

22	Instruction	\$94,928,735			\$24,572,842	\$5,000,000	\$124,501,577	25.8%	
23	Research	5,017,658			3,032,861	20,000,000	28,050,519	5.8%	
24	Public Service	1,492,989	776,500		3,572,976	13,000,000	18,842,465	3.9%	
25	Academic Support	18,218,347			8,711,791		26,930,138	5.6%	
26	Libraries	7,771,935			300,790		8,072,725	1.7%	
27	Student Services	11,135,356			8,002,129		19,137,485	4.0%	
28	Institutional Support	26,021,602			13,191,062		39,212,664	8.1%	
29	Physical Plant	18,316,278			3,454,942		21,771,220	4.5%	
30	Scholarships & Fellowships			2,200,207	7,471,705		9,671,912	2.0%	
31	Federal Student Financial Aid					100,000,000	100,000,000	20.7%	
32	Auxiliary Enterprises			39,640,969			39,640,969	8.2%	
33	Athletics (1)	2,973,100		38,868,225			41,841,325	8.7%	
34	Other (Incl One-Time Funds)	5,361,700					5,361,700	1.1%	
35									
36	Total Uses	\$191,237,700	\$0	\$776,500	\$80,709,401	\$72,311,098	\$138,000,000	\$483,034,699	100.0%
37									
38									
39	Incr/(Decr) to Balance	\$0	\$0	\$0	(\$5,757,430)	(\$8,144,387)	\$0	(\$13,901,817)	
40									
41									
42	Employee FTE	1,620.01	1.36	330.72	390.41	174.00	2,516.50		
43									
44	(1) General Education program supports intercollegiate athletics which is an auxiliary enterprise and reported in the General Education								
45	column not the auxiliary enterprise column.								
46	(2) Includes state grants, scholarships, and work study								

**Idaho State University  
Sources and Uses of Funds**

a	b	c	d	e	f	g	h	i	i vs b	
	2010	2011	2012	2013	2014	2015	2016	2017		
	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change	
<b>Revenues by Source:</b>										
1	Approp: General Funds	\$78,598,679	\$70,977,925	\$68,913,825	\$74,049,598	\$76,984,198	\$80,576,998	\$83,420,416	\$89,882,035	14%
2	Approp: Federal Stimulus	4,126,300	1,173,500	-	-	-				-100%
3	Approp: Endowment Funds	2,121,300	2,121,500	2,121,500	2,125,600	2,227,800	2,599,200	3,004,200	3,609,600	70%
4	Approp: Student Fees	37,588,552	46,318,776	53,342,096	56,204,528	58,471,100	62,791,260	65,869,140	65,757,908	75%
5	Institutional Student Fees	19,699,467	21,224,439	22,400,287	24,954,791	25,705,455	26,349,054	28,278,309	27,171,452	38%
6	Federal Grants & Contracts	103,935,280	120,640,296	121,810,845	18,717,019	18,104,976	19,199,454	16,937,084	13,594,412	-87%
7	Federal Student Financial Aid				99,897,691	105,763,134	99,790,102	95,468,347	92,887,734	100%
8	State Grants & Contracts (1)	8,034,740	8,638,938	10,321,739	11,786,781	11,804,673	13,261,587	10,275,456	10,226,496	27%
9	Private Gifts, Grants & Contr	13,366,222	13,038,361	16,558,590	18,948,455	14,777,870	12,872,988	12,100,469	10,349,541	-23%
10	Sales & Serv of Educ Act	5,146,525	5,124,285	5,427,392	5,478,282	5,872,971	6,110,464	6,142,639	6,701,628	30%
11	Sales & Serv of Aux Ent	20,371,796	20,904,227	21,275,772	23,003,482	23,489,102	23,656,934	22,634,104	24,002,566	18%
12	Indirect Cost Recovery	5,907,489	5,648,956	5,811,957	4,921,127	3,854,651	3,378,106	3,659,490	3,530,636	-40%
13	Other	2,821,385	4,546,790	4,772,178	4,460,138	4,523,306	4,592,684	3,408,407	4,591,021	63%
14	<b>Total Revenues</b>	<b>\$301,717,735</b>	<b>\$320,357,993</b>	<b>\$332,756,181</b>	<b>\$344,547,492</b>	<b>\$351,579,236</b>	<b>\$355,178,831</b>	<b>\$351,198,061</b>	<b>\$352,305,029</b>	<b>17%</b>
15										
<b>Expenditures by Function</b>										
17	Instruction	\$89,304,998	\$89,060,654	\$92,732,030	\$99,085,733	\$100,888,469	\$105,478,597	\$107,558,260	\$110,073,277	23%
18	Research	30,392,481	34,018,929	36,568,011	36,293,273	31,882,624	31,660,093	27,832,775	26,007,479	-14%
19	Public Service	3,851,861	3,180,603	5,166,057	4,931,209	6,012,450	6,461,619	6,351,800	5,688,177	48%
23	Academic Support	12,668,776	12,764,214	13,196,267	14,610,603	14,877,138	14,712,979	15,340,116	17,078,316	35%
20	Library	4,939,251	4,924,218	4,923,422	5,310,128	5,317,235	5,712,097	6,050,201	6,311,636	28%
21	Student Services	7,804,741	7,563,755	7,592,089	8,273,681	8,296,818	8,996,565	9,188,667	10,276,493	32%
22	Institutional Support	18,432,015	22,035,515	22,336,175	23,672,120	25,099,214	25,579,656	25,852,593	26,296,651	43%
23	Physical Plant	18,031,943	16,804,498	17,545,953	19,067,230	20,038,512	20,818,034	22,219,131	21,204,858	18%
24	Scholarships/Fellowships	89,821,109	103,552,073	105,199,169	4,422,581	4,524,535	5,814,688	5,608,873	7,181,345	-92%
25	Federal Student Financial Aid				99,897,691	105,763,134	99,790,102	95,468,347	92,887,734	100%
26	Auxiliary Enterprises	16,583,859	16,971,281	17,382,243	18,438,882	19,075,067	18,860,333	18,578,048	17,950,685	8%
27	Athletics	7,949,803	8,045,694	8,182,213	8,743,625	8,766,400	8,832,502	9,516,645	9,820,708	24%
28	Other-Incl One-Time	2,534,237	1,425,765	2,110,678	1,594,729	1,832,465	2,766,239	1,974,092	6,914,284	173%
29										
30	<b>Total Bdgt by Function</b>	<b>\$302,315,074</b>	<b>\$320,347,200</b>	<b>\$332,934,307</b>	<b>\$344,341,485</b>	<b>\$352,374,061</b>	<b>\$355,483,504</b>	<b>\$351,539,548</b>	<b>\$357,691,643</b>	<b>18%</b>
31										
32	<b>Incr/(Decr) to Balance</b>	<b>(\$597,339)</b>	<b>\$10,794</b>	<b>(\$178,126)</b>	<b>\$206,007</b>	<b>(\$794,825)</b>	<b>(\$304,673)</b>	<b>(\$341,487)</b>	<b>(\$5,386,614)</b>	

(1) Includes state grants, scholarships, and work study

**Idaho State University**  
**Summary of Sources and Uses of Funds**  
**Fiscal Year 2017**

	A	B	C	D	E	F	G	H	
	Operating Budgets								
	Board Approved Budgets			CEO Approved	Estimated Budgets		Total	%	
	General Education	Career- Technical Education	Special Programs	Auxiliary Enterprise	Institt Accounts	Grants & Contracts	Operating Budgets	of Total	
<b>SOURCES OF FUNDS:</b>									
State Appropriations									
1	General Account	\$72,576,000	\$11,465,586	\$3,150,700			\$87,192,286	24.7%	
2	General Acct - One time funds	2,217,900	394,349	77,500			2,689,749	0.8%	
3	Endowment Funds	3,609,600					3,609,600	1.0%	
4	Student Fees	65,546,100		211,808			65,757,908	18.7%	
5	One-time Other Funds	1,160,000					1,160,000	0.3%	
6	Millennium Funds						0	0.0%	
7									
8	Total Appropriations	\$145,109,600	\$11,859,935	\$3,440,008	\$0	\$0	\$160,409,543	45.5%	
9									
10	Other Student Fees			\$8,785,191	\$18,386,261		\$27,171,452	7.7%	
11	Federal Approp/Grants/Contracts					13,594,412	13,594,412	3.9%	
12	Federal Student Financial Aid					92,887,734	92,887,734	26.4%	
13	State Grants & Contracts				9,969	10,216,527 (2)	10,226,496	2.9%	
14	Private Gifts, Grts & Contr			838,694	2,218,848	7,291,999	10,349,541	2.9%	
15	Sales & Serv of Educ Act				6,701,628		6,701,628	1.9%	
16	Sales & Serv of Aux Ent			13,310,929	10,691,637		24,002,566	6.8%	
17	Indirect Costs				3,530,636		3,530,636	1.0%	
18	Other			668,505	393,563	2,368,953	3,431,021	1.0%	
19									
20	Total Revenue (3)	\$145,109,600	\$11,859,935	\$3,440,008	\$23,603,319	\$41,932,542	\$126,359,625	\$352,305,029 100.0%	
<b>USES OF FUNDS:</b>									
22	Instruction	\$67,585,167	\$11,465,586	\$2,907,308		\$20,767,812	\$7,347,404	\$110,073,277 30.8%	
23	Research	5,762,992				2,841,285	17,403,202	26,007,479 7.3%	
24	Public Service	0		532,700		241,698	4,913,779	5,688,177 1.6%	
25	Academic Support	12,361,361				4,628,905	88,050	17,078,316 4.8%	
26	Libraries	6,119,184				189,807	2,645	6,311,636 1.8%	
27	Student Services	7,806,457				1,664,621	805,415	10,276,493 2.9%	
28	Institutional Support	17,077,500				9,219,151		26,296,651 7.4%	
29	Physical Plant	19,555,995				1,648,863		21,204,858 5.9%	
30	Scholarships & Fellowships	5,444,993				756,091	980,261	7,181,345 2.0%	
31	Federal Student Financial Aid						92,887,734	92,887,734 26.0%	
32	Auxiliary Enterprises				17,950,685			17,950,685 5.0%	
33	Athletics (1)	3,841,100			5,979,608			9,820,708 2.7%	
34	Other (Incl One-Time Funds)	4,588,800	394,349				1,931,135	6,914,284 1.9%	
35									
36	Total Uses (3)	\$150,143,549	\$11,859,935	\$3,440,008	\$23,930,293	\$41,958,233	\$126,359,625	\$357,691,643 100.0%	
37									
38									
39	Incr/(Decr) to Balance	(\$5,033,949)	\$0	\$0	(\$326,974)	(\$25,691)	\$0	(\$5,386,614)	
40									
41									
42	Employee FTE	1,205.04	137.53	16.25	115.77	228.91	156.25	1,859.75	
43									
44	(1) General Education program supports intercollegiate athletics which is an auxiliary enterprise and reported in the General Education								
45	column not the auxiliary enterprise column.								
46	(2) Includes state grants, scholarships, and work study								
47	(3) Adjustments to revenue and expense may be necessary due to enrollment fluctuations.								

**University of Idaho**  
**Sources and Uses of Ongoing Funds**

a	b	c	d	e	f	g	h	i	i vs b	
	2010	2011	2012	2013	2014	2015	2016	2016		
	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change	
<b>Revenues by Source:</b>										
1	Approp: General Funds	\$124,207,900	\$102,473,100	\$99,891,100	\$104,793,100	\$107,524,800	\$116,199,600	\$119,755,200	\$129,331,000	4%
2	Approp: Federal Stimulus	5,320,600	1,513,100	-	-	-	-	-	-	-100%
3	Approp: Endowment Funds	6,164,400	6,164,400	6,164,400	6,466,800	7,166,400	8,356,800	9,171,600	10,099,200	64%
4	Approp: Student Fees	45,653,000	58,422,800	67,004,730	71,428,200	72,756,100	73,465,100	72,543,525	73,783,952	62%
5	Institutional Student Fees	16,279,600	16,514,700	16,569,000	17,926,600	18,098,760	16,661,630	20,077,664	21,491,150	32%
6	Federal Grants & Contracts	131,373,900	152,535,500	155,156,700	61,180,500	64,299,600	66,067,442	65,508,537	67,496,665	-49%
7	Federal Student Financial Aid				93,624,600	85,174,000	80,675,557	78,830,557	73,384,621	100%
8	State Grants & Contracts (1)	5,672,500	5,255,200	4,881,800	5,163,300	5,280,786	5,443,937	6,492,472	6,489,461	14%
9	Private Gifts, Grants & Contr	23,757,100	19,914,200	18,139,900	18,558,400	20,183,759	20,490,814	21,698,173	22,508,314	-5%
10	Sales & Serv of Educ Act	30,473,400	30,459,500	24,017,600	17,266,500	17,907,044	19,619,590	19,365,019	18,573,745	-39%
11	Sales & Serv of Aux Ent	34,999,600	39,162,600	36,091,700	37,530,400	33,781,163	27,843,422	27,419,639	27,640,766	-21%
12	Indirect Cost Recovery	7,150,000	10,340,000	11,340,000	11,340,000	10,023,000	10,023,000	10,023,000	10,100,000	41%
13	Other	11,612,300	10,594,200	6,298,070	6,392,800	7,175,488	7,361,462	7,931,115	9,114,521	-22%
14	<b>Total Revenues</b>	<b>\$442,664,300</b>	<b>\$453,349,300</b>	<b>\$445,555,000</b>	<b>\$451,671,200</b>	<b>\$449,370,900</b>	<b>\$452,208,354</b>	<b>\$458,816,502</b>	<b>\$470,013,394</b>	<b>6%</b>
15										
<b>Expenditures by Function</b>										
17	Instruction	\$94,752,796	\$94,092,371	\$96,773,742	\$96,847,048	\$99,242,944	\$102,807,496	\$103,620,808	\$108,981,380	15%
18	Research	76,425,138	79,459,661	70,333,066	71,178,677	74,496,556	77,436,409	81,083,004	84,768,367	11%
19	Public Service	31,426,724	31,565,877	28,069,242	27,683,100	28,848,035	29,603,447	30,345,034	31,725,567	1%
23	Academic Support	14,393,349	14,363,064	15,326,781	15,547,604	16,791,965	16,897,039	17,544,543	16,999,876	18%
20	Library	8,220,580	7,840,734	8,001,488	8,795,223	9,092,324	9,633,254	10,047,322	10,607,077	29%
21	Student Services	8,647,739	10,384,949	12,332,858	12,525,006	12,334,623	12,749,338	14,814,225	15,465,311	79%
22	Institutional Support	36,563,262	36,998,463	32,786,254	33,010,401	31,168,096	32,037,276	32,169,802	34,101,703	-7%
23	Physical Plant	27,406,419	27,845,934	27,737,523	27,195,047	29,267,914	30,185,307	31,388,261	31,411,092	15%
24	Scholarships/Fellowships	83,854,362	95,965,062	105,082,386	13,965,734	14,748,643	14,668,320	15,672,736	17,024,989	-80%
25	Federal Student Financial Aid				93,624,600	85,174,000	80,675,557	78,830,557	73,384,621	100%
26	Auxiliary Enterprises (2)	37,284,100	38,768,100	33,383,000	34,436,000	31,423,000	26,421,283	25,908,228	26,293,544	-29%
27	Athletics	13,213,731	14,181,585	14,077,060	15,057,460	15,472,700	15,202,829	15,606,072	15,005,500	14%
28	Other-Incl One-Time	10,000,000	0	0	0	0	3,420,800	1,194,700	4,214,500	-58%
29										
30	<b>Total Bdgt by Function</b>	<b>\$442,188,200</b>	<b>\$451,465,800</b>	<b>\$443,903,400</b>	<b>\$449,865,900</b>	<b>\$448,060,800</b>	<b>\$451,738,356</b>	<b>\$458,225,292</b>	<b>\$469,983,527</b>	<b>6%</b>
31										
32	<b>Incr/(Decr) to Balance</b>	<b>\$476,100</b>	<b>\$1,883,500</b>	<b>\$1,651,600</b>	<b>\$1,805,300</b>	<b>\$1,310,100</b>	<b>\$469,998</b>	<b>\$591,210</b>	<b>\$29,867</b>	

(1) Includes state grants, scholarships, and work study

(2) Auxiliary Enterprises includes University of Idaho's Student Recreation Center

**University of Idaho**  
**Summary of Sources and Uses of Funds**  
**Fiscal Year 2017**

	A	B	C	D	E	F	G	H
	Operating Budgets							
	Board Approved Budgets			CEO Approved	Estimated Budgets		Total	%
	General Education	Career- Technical Education	Special Programs	Auxiliary Enterprise	Instit Accounts	Grants & Contracts	Operating Budgets	of Total
<b>SOURCES OF FUNDS:</b>								
State Appropriations								
1	General Account	\$86,863,800	\$38,750,300				125,614,100	26.7%
2	General Acct - One time funds	2,793,500	923,400				3,716,900	0.8%
3	Endowment Funds	10,099,200					10,099,200	2.1%
4	Student Fees	73,783,952					73,783,952	15.7%
5	One-time Other Funds		99,200				99,200	0.0%
6	Millennium Funds	398,400					398,400	0.1%
7								
8	Total Appropriations	173,938,852	39,772,900	0	0	0	213,711,752	45.5%
9								
10	Other Student Fees		1,668,400	6,121,120	13,701,630		21,491,150	4.6%
11	Federal Approp/Grants/Contracts					67,496,665	67,496,665	14.4%
12	Federal Student Financial Aid					73,384,621	73,384,621	15.6%
13	State Grants & Contracts				451,167	6,038,294 (2)	6,489,461	1.4%
14	Private Gifts, Grts & Contr			2,492,500	16,437,889	3,577,925	22,508,314	4.8%
15	Sales & Serv of Educ Act				18,573,745		18,573,745	4.0%
16	Sales & Serv of Aux Ent			26,294,043	1,346,723		27,640,766	5.9%
17	Indirect Costs				10,100,000		10,100,000	2.1%
18	Other	659,548	124,000	66,145	7,767,228		8,616,921	1.8%
19								
20	Total Revenue	174,598,400	41,565,300	34,973,808	68,378,381	150,497,505	470,013,394	100.0%

<b>21 USES OF FUNDS:</b>								
22	Instruction	71,285,663	8,544,600		25,103,604	4,047,513	108,981,380	23.2%
23	Research	6,260,298	20,042,253		6,010,641	52,455,175	84,768,367	18.0%
24	Public Service	642	11,955,847		1,951,101	17,817,977	31,725,567	6.8%
25	Academic Support	12,456,552			4,543,324		16,999,876	3.6%
26	Libraries	10,163,922			443,155		10,607,077	2.3%
27	Student Services	10,443,053			4,489,553	532,705	15,465,311	3.3%
28	Institutional Support	24,105,198			9,996,505		34,101,703	7.3%
29	Physical Plant	24,678,922			6,732,170		31,411,092	6.7%
30	Scholarships & Fellowships	7,849,900			6,915,575	2,259,514	17,024,989	3.6%
31	Federal Student Financial Aid	0				73,384,621	73,384,621	15.6%
32	Auxiliary Enterprises (3)	0		25,544,087	749,457		26,293,544	5.6%
33	Athletics (1)	4,162,350		9,943,450	899,700		15,005,500	3.2%
34	Other-Incl One-Time	3,191,900	1,022,600				4,214,500	0.9%
35								
36	Total Uses	174,598,400	41,565,300	35,487,537	67,834,785	150,497,505	469,983,527	100.0%
37								
38								
39	Incr/(Decr) to Balance	0	0	(513,729)	543,596	0	29,867	
40								
41								
42	Employee FTE	1,330.80	0.00	301.71	114.17	464.56	45.13	2,256.37
43								

44 (1) The General Education program supports intercollegiate athletics, which is an auxiliary enterprise. General Education support for athletics  
45 is reported in the General Education column, not the auxiliary enterprise column.

46 (2) Includes state grants, scholarships, and work study

47 (3) Auxiliary Enterprises includes the Student Recreation Center.



**Lewis-Clark State College  
Sources and Uses of Funds**

a	b 2010	c 2011	d 2012	e 2013	f 2014	g 2015	h 2016	i 2016	i vs b	
	Amount	Amount	Amount	Amount	Amount	Amount	Amount	Amount	% Change	
<b>Revenues by Source:</b>										
1	Approp: General Funds	\$17,466,667	\$15,662,278	\$15,105,778	\$16,580,897	\$17,240,097	\$18,288,817	\$19,946,156	\$22,026,956	26%
2	Approp: Federal Stimulus	837,300	238,200	-	-	-				-100%
3	Approp: Endowment Funds	1,330,700	1,330,700	1,330,700	1,335,000	1,335,000	1,572,000	1,804,200	2,131,200	60%
4	Approp: Student Fees	9,516,900	10,782,400	11,742,400	12,287,000	13,193,000	14,366,100	15,266,900	15,500,000	63%
5	Institutional Student Fees	5,002,200	5,140,600	5,377,700	5,012,100	4,814,570	4,155,600	3,802,100	2,999,000	-40%
6	Federal Grants & Contracts	21,000,000	24,400,000	24,200,000	500,000	400,000	500,000	600,000	1,171,600	-94%
7	Federal Student Financial Aid				26,000,000	24,000,000	23,000,000	21,000,000	18,300,000	100%
8	State Grants & Contracts (1)	3,000,000	3,000,000	3,000,000	2,700,000	2,000,000	1,400,000	1,400,000	1,200,000	-60%
9	Private Gifts, Grants & Contr	1,600,000	1,800,000	2,000,000	2,000,000	1,800,000	1,700,000	2,000,000	1,980,000	24%
10	Sales & Serv of Educ Act	1,300,000	1,200,000	1,300,000	1,300,000	1,000,000	1,000,000	900,000	1,200,000	-8%
11	Sales & Serv of Aux Ent	2,609,200	2,335,972	2,393,100	2,535,000	3,112,850	2,722,250	2,958,900	3,347,300	28%
12	Indirect Cost Recovery	100,000	100,000	100,000	100,000	100,000	60,000	150,000	293,000	193%
13	Other	600,000	700,000	628,400	600,000	500,000	300,000	241,000	377,700	-37%
14	<b>Total Revenues</b>	<b>\$64,362,967</b>	<b>\$66,690,150</b>	<b>\$67,178,078</b>	<b>\$70,949,997</b>	<b>\$69,495,517</b>	<b>\$69,064,767</b>	<b>\$70,069,256</b>	<b>\$70,526,756</b>	<b>10%</b>
15										
<b>Expenditures by Function</b>										
17	Instruction	\$20,485,904	\$20,406,330	\$20,042,376	\$20,498,813	\$20,580,086	\$20,923,487	\$21,879,563	\$22,781,017	11%
18	Research	198,600	169,097	192,270	198,442	178,281	213,887	308,962	338,929	71%
19	Public Service	1,864,713	1,534,654	1,902,957	2,098,022	1,823,115	1,042,341	674,022	1,321,540	-29%
23	Academic Support	2,823,850	2,466,281	2,556,546	2,720,286	2,643,279	3,156,035	3,106,809	3,476,520	23%
20	Library	1,063,412	1,051,475	1,050,537	1,074,713	1,169,397	1,238,132	1,312,771	1,365,985	28%
21	Student Services	3,172,369	3,592,580	3,706,933	3,771,905	4,345,177	4,245,445	4,480,747	4,869,309	53%
22	Institutional Support	5,189,876	4,722,704	4,817,989	4,906,075	4,934,736	4,862,793	5,515,260	5,576,022	7%
23	Physical Plant	3,034,043	2,981,637	2,884,770	3,061,641	3,058,074	3,239,119	3,792,227	3,641,692	20%
24	Scholarships/Fellowships	19,743,600	23,457,400	23,903,200	244,500	302,900	419,600	403,300	544,300	-97%
25	Federal Student Financial Aid				26,000,000	24,000,000	23,000,000	21,000,000	18,300,000	100%
26	Auxiliary Enterprises	2,904,700	2,809,150	2,819,400	2,987,700	3,298,200	3,404,600	3,576,600	3,404,970	17%
27	Athletics	2,231,800	2,305,000	2,303,100	2,380,600	2,566,152	2,707,468	2,901,500	3,045,843	36%
28	Other-Incl One-Time	837,300	238,200	0	65,000	11,000	281,710	906,700	1,832,800	119%
29					0	0	0	0	0	
30	<b>Total Bdgt by Function</b>	<b>\$63,550,167</b>	<b>\$65,734,508</b>	<b>\$66,180,078</b>	<b>\$70,007,697</b>	<b>\$68,910,397</b>	<b>\$68,734,617</b>	<b>\$69,858,461</b>	<b>\$70,498,926</b>	<b>11%</b>
31										
32	<b>Incr/(Decr) to Balance</b>	<b>\$812,800</b>	<b>\$955,642</b>	<b>\$998,000</b>	<b>\$942,300</b>	<b>\$585,120</b>	<b>\$330,150</b>	<b>\$210,795</b>	<b>\$27,830</b>	

(1) Includes state grants, scholarships, and work study



**Lewis-Clark State College**  
**Summary of Sources and Uses of Funds**  
**Fiscal Year 2017**

	A	B	C	D	E	F	G	H	
	Operating Budgets								
	Board Approved Budgets			CEO Approved	Estimated Budgets		Total	%	
	General Education	Career- Technical Education	Special Programs	Auxiliary Enterprise	Instit Accounts	Grants & Contracts	Operating Budgets	of Total	
<b>SOURCES OF FUNDS:</b>									
State Appropriations									
1	General Account	\$15,783,600	\$4,538,256				\$20,321,856	28.8%	
2	General Acct - One time funds	1,279,300	425,800				1,705,100	2.4%	
3	Endowment Funds	2,131,200					2,131,200	3.0%	
4	Student Fees	15,500,000					15,500,000	22.0%	
5	One-time Other Funds						0	0.0%	
6	Millennium Funds	127,700					127,700	0.2%	
7									
8	Total Appropriations	\$34,821,800	\$4,964,056	\$0	\$0	\$0	\$39,785,856	56.4%	
9									
10	Other Student Fees			\$1,379,000	\$1,620,000		2,999,000	4.3%	
11	Federal Approp/Grants/Contracts					\$1,171,600	1,171,600	1.7%	
12	Federal Student Financial Aid					18,300,000 (3)	18,300,000	25.9%	
13	State Grants & Contracts					1,200,000 (2)	1,200,000	1.7%	
14	Private Gifts, Grts & Contr				1,700,000	280,000	1,980,000	2.8%	
15	Sales & Serv of Educ Act				1,200,000		1,200,000	1.7%	
16	Sales & Serv of Aux Ent			2,710,300	637,000		3,347,300	4.7%	
17	Indirect Costs				293,000		293,000	0.4%	
18	Other				250,000		250,000	0.4%	
19									
20	Total Revenue	\$34,821,800	\$4,964,056	\$0	\$4,089,300	\$5,700,000	\$20,951,600	\$70,526,756	100.0%
<b>21 USES OF FUNDS:</b>									
22	Instruction	\$15,758,825	\$3,901,692		\$1,899,600	\$1,220,900	\$22,781,017	32.3%	
23	Research	152,029				186,900	338,929	0.5%	
24	Public Service	339,340			181,000	801,200	1,321,540	1.9%	
25	Academic Support	2,745,974	503,646		226,900		3,476,520	4.9%	
26	Libraries	1,362,285			3,700		1,365,985	1.9%	
27	Student Services	3,721,613	107,596		597,500	442,600	4,869,309	6.9%	
28	Institutional Support	4,992,200	25,322		558,500		5,576,022	7.9%	
29	Physical Plant	3,153,192			488,500		3,641,692	5.2%	
30	Scholarships & Fellowships				544,300		544,300	0.8%	
31	Federal Student Financial Aid					18,300,000 (3)	18,300,000	26.0%	
32	Auxiliary Enterprises	11,400		3,393,570			3,404,970	4.8%	
33	Athletics (1)	1,177,943		667,900	1,200,000		3,045,843	4.3%	
34	Other-Incl One-Time	1,407,000	425,800				1,832,800	2.6%	
35									
36	Total Uses	\$34,821,800	\$4,964,056	\$0	\$4,061,470	\$5,700,000	\$20,951,600	\$70,498,926	100.0%
37									
38									
39	Incr/(Decr) to Balance	\$0	\$0	\$0	\$27,830	\$0	\$0	\$27,830	
40									
41									
42	Employee FTE	355.52	58.55		17.74	19.81	21.59	473.21	
43									
44	(1) General Education program supports intercollegiate athletics which is an auxiliary enterprise and reported in the General Education column not the auxiliary enterprise column.								
45	(2) Includes state grants, scholarships, and work study								
46	(3) Includes Pell Grants and Direct Student Loan Funds								
47									

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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**SUBJECT**

Idaho State Board of Education Policy V.S. – First Reading

**REFERENCE**

February 2006	Board approved the second reading of amendment to Board policy V.S. (establishing .67 as payback ratio for computed rolling-three year average of weighted credit hour delivery costs)
August 2016	Board approved 2017 Line Item initiative to establish an Outcomes-Based Funding model in place of the Enrollment Workload Adjustment method

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.S.

**BACKGROUND/DISCUSSION**

The Idaho State Board of Education (Board) is seeking approval from the Governor and Legislature to establish a phased, multi-year plan to replace the Enrollment Workload Adjustment (EWA) process with an Outcomes-Based Funding (OBF) approach. The EWA process, in theory, enabled institutions to recover a portion of the costs for delivery of eligible credit hours and was designed to adjust for changes in enrollment levels. The EWA procedure was not embedded in Idaho statute, and state appropriations in response to annual EWA requests from the Board and institutions were inconstant, especially during economic downturns. The OBF initiative would provide additional funds to higher education institutions based on students' successful completion of their programs of study and award of certificates and degrees. The requested funding for year one (FY2018) of the OBF initiative is for a total of \$11M in ongoing dollars, with \$10M in new appropriated funding and \$1M reallocated from the current base budgets of the institutions.

**IMPACT**

The OBF initiative is the Board's top priority Line Item request for FY2018. As part of this effort, the Board has decided not to seek EWA funding for FY2018 and to discontinue its EWA approach. The proposed amendment will remove the portions of the funding allocation policy which pertained to the EWA process.

**ATTACHMENTS**

Attachment 1: Amendment to Board Policy Section V.S. – First Reading Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed amendment to Board policy V.S. removing the EWA methodology will facilitate Board efforts to align its policy with the Outcomes Based Funding approach. It is anticipated that Board Policy V.S. will be revised to incorporate the basic procedures pertaining to OBF if/when the funding approach is approved by the Governor and Legislature. Staff recommends approval.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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**BOARD ACTION**

I move to approve the first reading the proposed amendment to Board Policy Section V. S. "Allocation of Lump Sum Appropriation" as provided in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**

**SECTION: V. FINANCIAL AFFAIRS**

**SUBSECTION: S. Allocation of Lump Sum Appropriation (BSU, ISU, LCSC, UI)**

February 2006December 2016

1. Objectives

- a. The funding process should offer maximum institutional flexibility to allocate funds internally to carry out roles and missions established by the Board.
- b. The funding process should be a straightforward approach that can be used by the Board to express system-wide priorities.
- c. There should be a clear and understandable relationship between institutional needs, the system-wide funding request, the legislative appropriations, the allocation of funds, and the ultimate use of the funds.
- d. The funding process should not penalize institutions as the result of decisions related to the internal allocation of resources by other institutions.
- e. Any incentives that the Board uses in the funding process should be explicit.
- f. The funding process should be applied consistently from year-to-year so that there can be some level of predictability in the allocation as well as increased confidence in the outcome.
- g. The funding process should encourage cooperative programs among institutions.
- h. The funding process should be compatible with the Statewide Plan for Higher Education.

2. Methodology

The allocation shall consist of the total of the lump sum general account appropriation and actual land grant endowment receipts. The allocation shall be made in the following order:

- a. Each institution shall be allocated its base allocation of the prior year.
- ~~b. An Enrollment Workload Adjustment shall be applied to the allocation of each institution. The adjustment shall be calculated as follows:
  - ~~i. A three (3) year moving average of credit hours multiplied by the program weights shall be used. The three (3) years to be used shall be those which precede the year of the allocation and shall consist of two (2) years of actual and one (1) year of estimated credit hours.~~~~

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**

**SECTION: V. FINANCIAL AFFAIRS**

**SUBSECTION: S. Allocation of Lump Sum Appropriation (BSU, ISU, LCSC, UI)**

February 2006December 2016

- ~~ii. Effective with the FY 1990 allocation, credit hours generated from externally funded sources and contracts shall be removed from this adjustment. Credit hours for in-service teacher education shall not be removed.~~
- ~~iii. The total budget base of the institutions shall be multiplied by 0.67 and divided by the three-(3)year moving average of total weighted credit hours for the prior year. The resultant amount per credit hour shall be multiplied by the change from the prior three-(3)year moving average of weighted credit hours for each institution to calculate the adjustment by institution.~~
- ~~iv. Program weights are the weighting factors applied to four (4) categories of instructional disciplines with different weight factors by category and course level. The groups and factors follow.~~

<p><u>Group I</u></p> <p>Physical Education          Law          Letters          Library Sciences          Mathematics          Military Science          Psychology          Social Sciences</p>	<p><u>Group II</u></p> <p>Area Studies          Business &amp; Management          Education          Communications          Home Economics          Public Affairs          Interdisciplinary Studies</p>
<p><u>Group III</u></p> <p>Agricultural &amp; Natural Resources          Architecture &amp; Environmental Design          Biological Sciences          Fine &amp; Applied Arts          Foreign Languages          Physical Sciences</p>	<p><u>Group IV</u></p> <p>Engineering          Health Professions          Computer &amp; Information Sciences</p>

~~The weighting factors for the above categories are as follows:~~

<u>Course Level</u>	<u>Category</u>			
	I	II	III	IV
Lower Division	1.00	1.30	1.60	3.00
Upper Division	1.50	1.90	2.50	3.50
Masters	3.50	3.50	6.00	6.50
Doctoral	5.00	6.25	7.50	10.00

**Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES**

**SECTION: V. FINANCIAL AFFAIRS**

**SUBSECTION: S. Allocation of Lump Sum Appropriation (BSU, ISU, LCSC, UI)**

February 2006December 2016

~~Law 3.50 - - -~~

~~An additional five percent (5%) emphasis factor is given to the Primary Emphasis areas at each institution. These areas are:~~

<del>Boise State University Business Social Science (includes Economics) Public Affairs Performing Arts (excluding Art) Education Engineering</del>	<del>Idaho State University Health Professions Biological Sciences Physical Sciences Education</del>
<del>University of Idaho Agriculture Forestry Mines Engineering Architecture Law Foreign Languages Education</del>	<del>Lewis-Clark State College Business Criminal Justice Nursing Social Work Education</del>

- ~~eb.~~ Operations and maintenance funds (custodial, maintenance, and utilities) for new, major general education capital improvement projects shall be allocated to affect institutions.
- ~~dc.~~ Decision units above the base shall be consistent with the legislative budget request. The allocation of these decision units to the institutions shall be based on the proportionate share of each institution in the total budget request for these decision units applied to the increase in appropriations above the base excluding special allocations.
- ~~ed.~~ The Board may also allocate funds for special activities or projects at the discretion of the Board.

Idaho State Board of Education

**GOVERNING POLICIES AND PROCEDURES**

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: S. Allocation of Lump Sum Appropriation (BSU, ISU, LCSC, UI)

~~February 2006~~December 2016

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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**IDAHO NATIONAL LABORATORY**

**SUBJECT**

Update on Idaho State Board of Education (Board)-sponsored Idaho National Laboratory (INL) facility expansion project

**REFERENCE**

May 2016	Board received initial overview briefing on proposed project from INL Program Manager.
June 2016	Board members toured potential construction sites for new facilities on properties adjacent to INL operations. Board assigned two of its members to serve on a project feasibility/coordination team.
August 2016	Board approved request to sponsor the Cybercore and Collaborative Computing Center (C3) facilities construction project, subject to subsequent approval of plans for financing and construction of the project through the Idaho State Building Authority.
September 2016	Board approved concurrent resolution for 2017 Legislative session as a prerequisite to obtaining state bonding authority for the project.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I. Real and Personal Property and Services

**BACKGROUND/DISCUSSION**

The Idaho National Laboratory (INL) proposes to expand, through new construction, its Cybercore and Collaborative Computing Center (C3) operations in Idaho Falls. The Cybercore and C3 programs are currently carried out in smaller facilities at the INL site, and additional space is needed to accommodate the increased demand for the programs carried out in the two facilities. The Cybercore supports a wide range of cyber security research projects. The C3 provides massive, high-speed computational capability to support regional and national research operations. The new facility construction would be financed through bonds issued by the Idaho State Building Authority (ISBA). The ISBA would also oversee construction of the facilities. The potential sites for the new Cybercore and C3 facilities include properties owned by the Board and the Idaho State University Foundation (Foundation), adjacent to existing INL research facilities.

Likely lease arrangements include a ground lease of the construction site property from the Board to the ISBA until such time as the bonds are paid off. In parallel, lease arrangements would be established for the ISBA to lease the new facilities to the Board, which would sub-lease the facilities to the INL. Rent from INL for the facilities will pass through the Board to ISBA until the bonds for the facilities are



**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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paid off, at which time all rent proceeds from INL would go to the Board and ISBA's role would be complete. The facility lease to INL would be triple net, with the lessee being responsible for all operational costs, utilities, applicable taxes, insurance, and maintenance. There would be no operational costs for the Board under the anticipated arrangements, and financing and project management responsibilities would be borne by ISBA, to suit Board interests.

The proposed use of the properties would help preserve the contiguity of a growing INL Idaho Research Campus. The proposed lease arrangements would parallel those currently used in the Board's lease of the Center for Advanced Energy Studies (CAES) facilities to the INL. The Board has agreed to be the state Sponsor for the project, a pre-requisite for using ISBA bonding authority. Board sponsorship is contingent upon selection of suitable sites for the two facilities (INL has initiated geophysical surveys of the potential sites), approval of the overall project by the U.S. Department of Energy; and approval by the ISBA of a bond financing plan. Bonding will also require Legislative action in the form of a concurrent resolution in the upcoming 2017 session. A concurrent resolution was approved by the Board in September 2016 as part of the Board's legislative initiatives package.

A Board member-chaired working group has been established to work with INL, ISBA, Idaho State University (ISU) and the ISU Foundation, as needed, to flesh out plans and prepare options for Board action. The Board's working group members and Board staff continue to receive weekly updates on the status of project planning and financing.

**IMPACT**

The proposed INL Cybercore and C3 project will expand the current scope of collaboration in joint research and educational activities between the INL and Idaho's research universities. The project will have a positive economic impact on the region and the state and will provide leadership for Idaho in two areas of critical importance to global competitiveness and national security. Following payment of debt for construction, lease payments from INL would redound to the Board and would be available to support additional strategic goals and objectives. No institution or agency dollars would be needed to carry out the two construction projects (each facility estimated at approximately \$40 to \$50 Million).

**ATTACHMENTS**

Attachment 1 – INL information update on Cybercore and C3 project	Page 5
Attachment 2 – Background info on Idaho State Building Authority	Page 7

**STAFF COMMENTS AND RECOMMENDATIONS**

At the time of writing of this agenda item, a preferred site has been identified for the C3 on property currently owned by the State Board of Education. Two potential sites have been identified for the Cybercore facility—one located entirely on Board property and one located on property currently owned by the ISU Foundation. Both

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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potential Cybercore sites are acceptable to INL: the site on Foundation properties may provide advantages in terms of pedestrian flow among facilities. The ISU Foundation parcel is subject to deed restrictions which, unless lifted, will preclude use of the Foundation property for Cybercore site. The Foundation is working with the property donors to lift the restrictions and is arranging for the appraisal of the property for sale as part of the overall property acquisition and construction budget. Geophysical surveys of the proposed sites are underway. A final proposal for the Cybercore and C3 sites will be presented to the Board for approval at the December Board meeting.

INL project managers are working to complete their proposals to the U.S. Department of Energy (DOE) for a go-ahead for the project. The INL's goal for obtaining DOE approval of the project is approximately 160 days. Groundbreaking for the project would begin in August 2017. Substantial completion and beneficial occupancy would occur on October 2018.

INL and the Board Staff are also working closely with the Idaho State Building Authority to develop the lease plans and financial package for bonding of the projects. Discussions with Legislators, the Governor's Office, and other stakeholders continue.

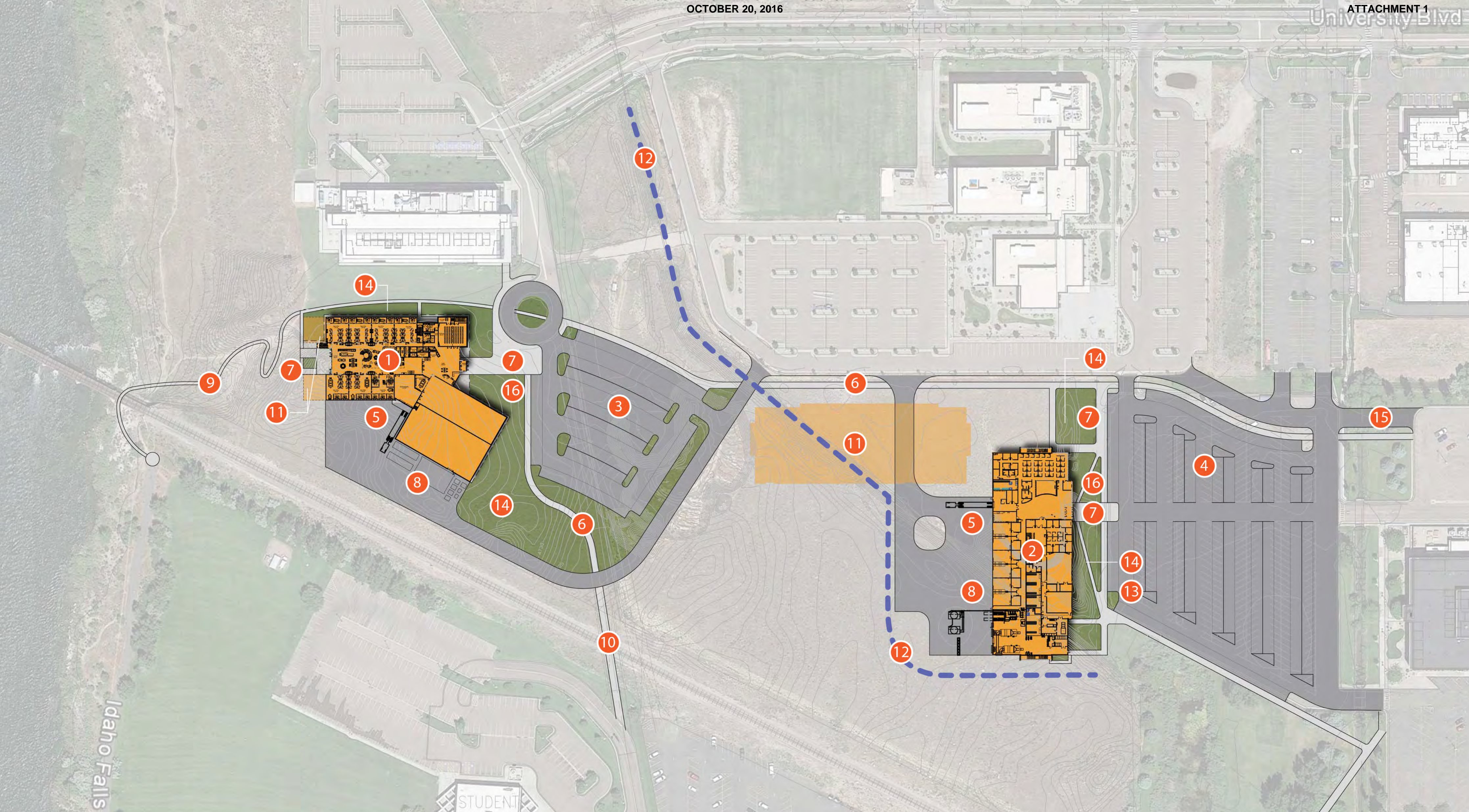
Board Staff is optimistic that the project is moving forward on a timely basis, with aggressive efforts being made by all parties on multiple fronts to meet pre-approval requirements.

**BOARD ACTION**

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

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- 1. C<sup>3</sup>
- 2. CYBERCORE
- 3. ASPHALT PARKING AREA
- 4. RE-STRIPED ASPHALT PARKING AREA
- 5. HEAVY DUTY CONCRETE APRON @ LOADING AREA
- 6. 5" THICK UNREINFORCED CONCRETE WALK
- 7. SPECIALTY PAVING / PATIO AREA
- 8. EXTERIOR EQUIPMENT YARD - PROVIDE ISOLATION PADS AND PROTECTIVE BOLLARDS AS REQUIRED
- 9. 5'-0" WIDE CONCRETE ACCESSIBLE TRAIL CONNECTION TO GREENBELT TRAIL SOUTH OF TRACKS
- 10. ACCESSIBLE PEDESTRIAN RAIL CROSSING
- 11. FUTURE EXPANSION
- 12. RE-ROUTE DRAINAGE DITCH AS SHOWN
- 13. CONCRETE CURB AND GUTTER
- 14. XERISCAPE AREA
- 15. ROAD CROSSING @ WILLOW CREEK. PROVIDE CULVERT AND END WALLS AS REQUIRED
- 16. CAMPUS SIGNAGE WALL

# C<sup>3</sup> / CYBERCORE: CONCEPTUAL SITE PLANS

0 100' 200'  
09/20/2016  
FLAD ARCHITECTS



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**SUMMARY  
of  
IDAHO STATE BUILDING AUTHORITY  
June 1, 2016**

The Authority was created in 1974 by enactment of the Idaho State Building Authority Act of 1974 (the "Act"). In general, the Act empowers the Authority to acquire, construct and develop facilities for lease to the state government entities and community college districts and to finance the costs by issuing notes and bonds payable from the lease revenues derived from those facilities. The Authority is authorized to provide facilities for state agencies and institutions and for community college districts provided, as a condition of "financing" of such facilities, the state agency or community college district obtains "prior legislative approval" to enter into agreements with the Authority for financing of the facilities.

The Act delegates broad powers and discretion to the Authority relating to acquisition of property, planning and development of facilities, contracting for design and construction of facilities, and structuring of financing.

The Authority is governed by a board of seven commissioners appointed by the Governor with the advice and consent of a majority of the members of the Senate. Commissioners serve for terms of five years.

Throughout the financing and development of projects, the Authority works closely with the using agency and others involved in the project. Thorough participation by the using agencies and other intended occupants is critical through design and construction to ensure the facilities meet their needs and preferences and that the project can be delivered within budget and within the time required. The Authority's financing activities, project budgets, contracts and accounts relating to projects are open to review at all times and the Authority conducts its business subject to the Idaho Public Records Act and the Idaho Open Meetings Law.

Financing of Projects. The Authority may not finance any facility unless: (a) the state body or community college district has prior legislative approval to enter into agreements with the Authority for specific facilities; (b) the state body or community college district has entered into appropriate agreements with the Authority for the facilities; and (c) the Authority board finds that the facilities "will be of public use and will provide a public benefit". The Authority can, if necessary, arrange interim financing to pay project-related costs to be incurred prior to issuing bonds for the project. The interim financing is repaid from the proceeds of bonds together with all financing expenses and other anticipated costs to complete the project.

Bonds are typically underwritten and sold on the bond market as either tax-exempt or taxable bonds depending upon the mix of intended users of the facilities. For portions of the facility to be used by state agencies, local government entities and qualified non-profit entities, tax-exempt interest bonds may be used. For portions of the facilities to be used by federal agencies or private entities, taxable bonds are issued. The Authority requires that all bonds be offered on a first-priority basis to Idaho residents.

The term of bonds is determined based upon the amount of total financing required, the amount available for using entities to pay annual rent to the Authority to service the debt, and other factors.

Acquisition of Property. The Authority may purchase, lease or otherwise acquire real property for development of facilities. Where the facilities to be financed and developed by the Authority are to be located on land already owned by the state of Idaho, the Authority typically enters into a long-term ground lease with the state for the land and simultaneously enters into a lease-back of the facilities to be constructed to the primary using agency which may enter into subleases with other users. The Act expressly authorizes the state to lease, with or without

consideration, real or personal property to the Authority for a term not to exceed 50 years. The ground lease and lease-back agreement each include provisions that both leases terminate automatically when all bonds issued to finance the project have been paid in full and full ownership of the facilities then revert to the state. The agreements for acquisition of land and leases may vary depending upon the particular requirements of a project.

Design, Construction and Development. The Authority has considerable flexibility in contracting for design and construction of facilities. The Act expressly states that contracts for construction or acquisition of facilities need not comply with provisions of any other state law applicable to contracts for construction or acquisition by the state. The Authority has used various contracting methods for development of facilities, including competitive bidding, competitive negotiation, construction management, and design-build. The method used is determined based upon the particular characteristics of the project and needs of the using agency.

Completed Projects. The Authority has successfully financed numerous projects, including:

- Several state government offices in Lewiston, Boise and Idaho Falls;
- Teaching and housing facilities at the School for Deaf & Blind in Gooding;
- Several state prison projects for Department of Correction;
- Headquarters and park facilities for Department of Parks & Recreation;
- Housing and related facilities at Idaho State School & Hospital for Department of Health & Welfare;
- Renovation and Expansion of Idaho State Capitol Building
- Capitol Mall Parking facilities
- Idaho Water Center for University of Idaho and Department of Water Resources
- Higher Educations projects on the campuses of University of Idaho, Idaho State University, Boise State University, North Idaho College, Lewis & Clark State College, College of Southern Idaho and Eastern Idaho Technical College.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Construction of Fine Arts Building

**REFERENCE**

June 2012

Six-year Capital Improvement Plan Amendment

April 2013

The Idaho State Board of Education (Board) approved planning and design for new Fine Arts Building at a cost not to exceed \$2,885,000

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1., V.F.

**BACKGROUND/DISCUSSION**

In November 2009, the Boise State University (BSU) Art department underwent its second accreditation evaluation with the National Association of Schools of Art and Design (NASAD.) The accreditation review paid specific note to the need for newer, updated facilities. Currently, Art department facilities are located in several different buildings scattered across campus. A new building to house the Art department was noted as one of the highest priority major capital projects for BSU. Fundraising and planning efforts to relocate the department began in early 2013, and in April 2013 the Board approved a request for the planning and design of a new Fine Arts Building. The Division of Public Works (DPW) was authorized to secure design services and the team of LCA/HGA architects was selected.

The result of the design process is an iconic art building that will provide a completely modern forum for art study and production at BSU. One of the building's showcase features is the World Museum which will be dedicated to the display of art and museum pieces from around the world to an audience of all ages. The Museum will incorporate state of the art technology including high definition video screening and 3D interactive technology to bring treasures from around the globe to Boise.

The Fine Arts Building will be located north of the existing Micron Business and Economics Building and has been designed to have a significant, iconic presence along Capitol Boulevard. The location and the design, both interior and exterior, of the building are intended to forward BSU's role as a leader in the Boise art community.

The new Fine Arts Building has been designed to effectively address current and future growth and safety requirements for the Art Department. The building will provide approx. 64,000 assignable square feet (ASF), co-locating the following arts



**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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disciplines: Art Education, Art Foundations, Art History, Art Metals, Arts and Humanities, Ceramics, Drawing and Painting, Graphic Design, Illustration, Photography, Printmaking and Sculpture. In addition to the spaces for the arts disciplines, a large Visual Arts Center and World Museum will be included in the building.

The building will incorporate modern and innovative studio and instructional spaces, critique areas, classrooms, and gallery spaces to support the various disciplines. There will also be offices and formal and informal meeting spaces for faculty and students. The total gross square footage of the building is approximately 97,400 gross square feet (GSF). A program summary is included as Attachment 1.

This project is anticipated to bid in late December 2016. Construction will be completed in early spring 2019, with occupancy in August 2019.

**IMPACT**

Current estimates indicate a construction cost of \$34,806,780. Contingencies, architectural and engineering fees, commissioning, testing and other administrative and soft costs bring the estimated total project cost to \$42 million. This project will be brought back to the Board for financing approval prior to contract award.

Portions of the work, including the build-out of the fourth floor of the building and the second floor office areas adjacent to and above the gallery will be bid as additive alternates in an effort to assure a successful award within the budget. Even with the margin which additive alternates may provide, continuing volatility and inflation create risk for BSU. Accordingly, BSU has incorporated contingency funds into the estimated project cost should they be necessary to award the bid. In the event that bid and alternate results come in below estimates, BSU may proceed with the purchase and installation of furniture, fixtures and equipment for this project within the budget authorized by the Board.

Project funding leverages the strategic facility fee by utilizing several additional funding sources including \$5 million in Permanent Building Fund (PBF) "Set A" funding, cash donations and pledges and university reserves.

The projected funding package is as follows:

Set A, PBFA funds (FY2016 and FY2017):	\$ 5,000,000
Private and institutional funds:	\$ 5,000,000
Strategic Facilities Fees Bonds:	<u>\$ 32,000,000</u>
Total	\$ 42,000,000

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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This project will be procured through the Construction Manager at Risk (CMR) process through DPW and/or the Idaho Division of Purchasing standard process(es) as appropriate.

**ATTACHMENTS**

Attachment 1 – Program Summary	Page 5
Attachment 2 – Project Budget	Page 6
Attachment 3 – Capital Project Tracking Sheet	Page 7

**STAFF COMMENTS AND RECOMMENDATIONS**

Board policy V.K. requires that, when an institution will finance all or a portion of a major project through issuance of debt, the institution must obtain Board approval for the financing plan subsequent to the meeting at which construction is approved. BSU intends to issue bonds to finance a portion of this building and will seek Board approval at the December 2016 meeting to issue those bonds prior to starting construction. Staff recommends approval of BSU's request to proceed with construction.

**BOARD ACTION**

I move to approve the request by Boise State University to proceed with construction of a new Fine Arts Building for a total cost not to exceed \$42,000,000, subject to the Board's subsequent approval of a debt financing plan for this project.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**BUSINESS AFFAIRS AND HUMAN RESOURCES  
OCTOBER 20, 2016**

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**Program Summary**

**FINE ARTS BUILDING  
Program Summary - October 2016**

Description	Area (ASF)
Administration	1,165
Art Education	981
Art Foundations	3,044
Art History	1,687
Art Metals	3,942
Arts and Humanities	2,695
Ceramics	5,403
Drawing and Painting	5,418
Faculty Offices	2,697
Graphic Design	5,021
Illustration	845
Photography	4,377
Printmaking	4,920
Sculpture	7,139
Visual Arts Center	5,699
Shared	8,983
Building Assignable Square Feet (ASF)	64,016
<b>Building Total Gross Square Feet</b>	<b>97,422</b>

ATTACHMENT 2

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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**Project Budget**

Project Number:	DPW13-206
Project Title:	Fine Arts Building
Date:	Oct-16

Category	Budget
Architectural Fees	\$ 3,972,600
Construction Costs	\$ 34,806,780
Testing, Inspections and Misc.	\$ 670,567
Construction Contingency	\$ 1,587,537
<b>Subtotal</b>	<b>\$ 41,037,484</b>

University Costs	\$ 282,743
Project Contingency	\$ 679,773

Total Project	\$ 42,000,000
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**BUSINESS AFFAIRS AND HUMAN RESOURCES  
OCTOBER 20, 2016**

**Capital Project Tracking Sheet**

Office of the Idaho State Board of Education  
Capital Project Tracking Sheet  
Oct-16

**History Narrative**

1 **Institution/Agency:** Boise State University **Project:** Fine Arts Building  
 2 **Project Description:** Construction for New Fine Arts Building  
 3 **Project Use:** New Building to house Art Department  
 4 **Project Size:** 97,000 GSF

	Sources of Funds				Use of Funds			
	PBF	ISBA	Other *	Total Sources	Planning	Use of Funds Const	Other	Total Uses
9 Initial Planning Approval	\$ -	\$ -	\$ 2,885,000	\$ 2,885,000	\$ 2,662,000		\$ 223,000	\$ 2,885,000
10 Construction	\$ 5,000,000	\$ -	\$ 34,115,000	\$ 39,115,000	\$ 1,310,600	\$ 34,806,780	\$ 2,997,620	\$ 39,115,000
22 <b>Total Project Costs</b>	\$ 5,000,000	\$ -	\$ 37,000,000	\$ 42,000,000	\$ 3,972,600	\$ 34,806,780	\$ 3,220,620	\$ 42,000,000

History of Funding:	PBF	ISBA	* Other Sources of Funds			Total Other	Total Funding
			Institutional Funds	Student Revenue	Other (Gifts)		
26 Apr-13			\$ 2,885,000			\$ 2,885,000	\$ 2,885,000
27 Jul-15	\$ 2,500,000					\$ -	\$ 2,500,000
28 Jul-16	\$ 2,500,000						\$ 2,500,000
29 Oct-16			29,115,000		5,000,000	34,115,000	34,115,000
30 Total	\$ 5,000,000	\$ -	\$ 32,000,000	\$ -	\$ 5,000,000	\$ 37,000,000	\$ 42,000,000

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Approval of Idaho State University (ISU) Purchasing Policy

**REFERENCE**

June 2010	Idaho State Board of Education (Board) approved Boise State University (BSU) Purchasing Policy
June 2016	Board approved revision to BSU Purchasing Policy, incorporating updates to reflect 2016 updates to Chapter 92, Title 67, Idaho Code

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I. Section 67-9225, Idaho Code (Effective July 1, 2016)

**BACKGROUND/DISCUSSION**

Section 67-9225, Idaho Code provides that state institutions of higher education, with Board approval, may establish policies and procedures for procuring property that is substantially consistent to those required of other state agencies. ISU requests Board permission to implement a purchasing policy which mirrors the policy already in effect at BSU. BSU's purchasing policy, which served as the model for ISU's proposed policy, was approved by the Board in June 2010 and updated in June 2016.

**IMPACT**

Approval of the proposed policy will exempt ISU from provisions of the Chapter 92, Title 67, Idaho Code — State Procurement Act. While increasing ISU's autonomy, the university would still follow purchasing policy and procedures that are consistent with those applicable to other state agencies. Approval of ISU's proposed purchasing policy will benefit from added in-house decision-making ability on matters of purchasing, which will reduce turn-around time for procuring goods and services.

**ATTACHMENTS**

Attachment 1 – ISU Purchasing Policy

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Idaho code (67-9225—Procurement by State Institutions of Higher Education), permits the Board to approve separate purchasing policies by institutions, as long as those policies are substantially consistent with procurement policies set forth under Chapter 92, Title 67, Idaho Code. Upon Board approval of ISU's proposed policy, the university would no longer be subject to the provisions of this section of code, with the exception of the requirement that "*when the state enters into an open contract, no state institution of higher education shall fail to use such contract;*



**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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*provided however, that if the property to be acquired may be procured at equal or less expense to the institution from a vendor that is not party to the open contract, then the institution may, at the institution's discretion, procure the property from the nonparty vendor."* ISU's proposed purchasing policy is functionally identical to BSU's Board-approved policy, and is substantially consistent with the requirements for procuring property set forth in Chapter 92, Title 67, Idaho Code. It also contains internal safeguards to protect against possible abuse of the open contract exception in the italicized Code excerpt above. Staff recommends approval.

**BOARD ACTION**

I move to approve the request by Idaho State University to adopt the new purchasing policy as detailed in Attachment 1 which exempts Idaho State University from Chapter 92, Title 67, Idaho Code – State Procurement Act.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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Idaho State University  
ISU Policy #: xxxx  
Effective Date: November 1, 2016

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**IDAHO STATE UNIVERSITY PURCHASING POLICY**

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Purpose:

To establish policies and procedures governing purchases made with University funds.

Additional Authority:

Idaho State Board of Education Governing Policies and Procedures Section I.E.2.a  
Idaho Code Section 59-1026  
Idaho Code Section 67-9225

Scope:

Applies to all purchases made with University funds.

Responsible Party:

University Purchasing Director  
282-3111

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**POLICY**

**I. Policy Statement**

- A. Procurement (purchasing) will be overseen by the Chief Financial Officer. Daily operations have been delegated to the University Purchasing Director (UPD) and will be conducted in strict adherence with applicable federal and state laws and regulations and applicable State Board of Education and University policies.
- B. Purchasing activities shall be administered in a manner that provides maximum practicable open competition appropriate to the type of good or service to be provided. Purchases shall support the goals of cost efficiency and good/service quality, and these objectives shall be given consideration in the purchasing process.
- C. Purchasing activities include transactions involving trade-ins, and leased property. Procurements do not include non-exchange transactions such as sponsorships and transactions not involving the expenditure of University funds.
- D. The University owns all property purchased with University funds and all property received by the University as gifts. In addition, except where provided by the terms of a grant or contract by operation of law, the

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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University owns all personal property purchased with funds from a grant or contract. No department, departmental unit, or University employee, may hold proprietary interest in any piece of University property, or property purchased with grant or contract funds which is held by the University. Regardless of which departmental unit ordered the item, the fund cited, or the budget expensed, the principle of University ownership prevails.

- E. This policy has been approved by the State Board of Education. Any changes to the policy shall be submitted in writing to the Executive Director for approval. The Executive Director may, in his or her discretion, refer proposed changes to the Board for approval.

II. Budget authority:

- A. It shall be the responsibility of the requestor to determine and ensure funds are available and properly budgeted.
- B. Terms may exceed one year provided that they are advantageous to the University and that such contracts contain no penalty to or restriction upon the University in the event cancellation is necessitated by a lack of financing for any such contract or contracts.

III. Requirements:

- A. Small purchases are those purchases or procurements expected to cost one hundred thousand dollars (\$100,000) or less. Costs are determined based on the following:
  - 1. One-time purchases of property.
  - 2. Total cost of a contract for services, including renewal or extension periods.
- B. To enhance small business bidding opportunities, the University shall seek a minimum of three quotes from vendors having a significant Idaho economic presence as defined in Section 67-2349 Idaho Code. The request for quotation may be written, oral, electronic, telephonic or facsimile.
- C. Large purchases, exceeding one hundred thousand dollars (\$100,000) are procured through a formal sealed process. The issuance of Invitations to Bid (ITB) or Requests for Proposal (RFP) is the method for solicitation of offers from qualified vendors in a sealed process in order to establish pricing, specification or performance standards, and the terms and conditions for the purchase of goods and services. The University shall ensure adequate ITB's or RFP's are prepared which clearly define the

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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goods and services needed in order for bidders to properly respond to the request. At the place, date, and time set forth in the solicitation, all bids or proposals received in accordance with the submittal requirements in the solicitation shall be publically opened and read aloud by the buyer to those persons present.

- D. Notice of solicitations of bids or proposals for large purchases may be electronic in nature. The University may apply the use of a variety of techniques, including but not limited to, reverse auction, electronic posting or electronic advertisement of solicitations as appropriate to the buying situation. Large purchase notices, regardless of methodology, are referenced in the vendor section of the University purchasing department's website.
  - E. Preference for Idaho suppliers for purchases:
    - 1. Reciprocal preference will be given to Idaho vendors in accordance with Section 67-2349 Idaho Code.
    - 2. Printing services will be awarded to local vendors in accordance with Sections 60-101 and 60-103 Idaho Code.
  - F. Where multiple bids and quality of property offered are the same, preference shall be given to property of local and domestic production and manufacture or from bidders having a significant Idaho economic presence.
  - G. The University recognizes that an offered low price is not always indicative of the greatest value. Contracts will be awarded by the University pursuant to determination by the UPD of the best value to the University based on the criteria outlined in the solicitation. Award of contracts in excess of amounts as proscribed in State Board of Education (SBOE) policy V.I.3.a require the approval of the Executive Director of the State Board of Education or the State Board of Education in a public meeting.
  - H. No vendor or related party, or subsidiary, or affiliate of a vendor may submit a bid to obtain a contract to provide property to the University, if the vendor or related party, or affiliate or subsidiary was paid for services utilized in preparing the bid specifications or if the services influenced the procurement process.
  - I. No property to be acquired shall be accepted which does not meet the minimum bid specifications.
- IV. Waiver of competitive bidding (Sole Source):

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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The determination to waive the competitive bid process may be made only by the UPD. Any request by a department to restrict a purchase to one potential supplier must be accompanied by an explanation as to why no other item is suitable or that no other vendors exist to meet the need. A requirement for a particular proprietary item does not justify a sole source purchase if there is more than one potential source for that item. The University purchasing department shall conduct negotiations, as appropriate, to determine price, availability, and terms.

- V. Exemptions from bidding:
- A. Purchases under \$10,000
  - B. Bulk Contract purchasing
    - 1. State Open Contracts
      - a) Certain commodities are procured through open contracts by the State of Idaho Division of Purchasing in order to obtain the lowest possible pricing for all agencies.
      - b) No officer or employee shall fail to utilize an open contract without justifiable cause for such action. Justifiable cause shall be determined by the Chief Financial Officer. Approved deviations from open contract use will be administered by the UPD.
    - 2. Purchases from General Services Administration Federal Supply Contractors are allowed when the acquisition is advantageous to the University with approval from the UPD.
    - 3. Where no state open contract exists, state institutions of higher education (as defined in 67-9203(16) Idaho Code) operating under the SBOE approved model purchasing policy, may collaborate with each other or the University of Idaho on solicitations where the combined volume of multiple institutions will provide the best value.
  - C. Government and Agency acquisitions:
    - 1. Rehabilitation agency acquisitions.
    - 2. Correctional industries acquisitions.
    - 3. Federal government acquisitions including federal surplus.
    - 4. Interagency contracts, including contracts with other institutions of

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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higher education.

5. The University may contract with any one or more other public agencies or institution of higher education to perform any governmental service, activity, or undertaking which each public agency entering into the contract is authorized by law to perform, including, but not limited to joint contracting for services, supplies and capital equipment, provided that such contract shall be authorized by the governing body of each party to the contract.

D. Situational acquisitions:

1. Legal advertising, publication or placement of advertisements directly with media sources.
2. Contracts for legal services or bond related services.
3. Professional, consultant and information related technology services costing \$100,000 or less.
4. University employee education, training and related travel expenses costing \$100,000 or less.
5. Purchases with special educational discounts offered by vendors exclusively to schools, colleges, universities, and other educational institutions where the property is for the express purpose of educating students.
6. Concession services where there is no expenditure of University funds.
7. Services for which competitive solicitation procedures are impractical.
8. Medical director and medical professional services.
9. Property held for resale, such as bookstore inventory.
10. Purchase of copyrighted materials available primarily from the publisher.

E. Emergency Purchases

1. The UPD, or designee, may authorize emergency purchases of goods and services when determined necessary and in the best interest of the University. Examples of circumstances that could necessitate an emergency purchase include:

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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- a) Unforeseen or beyond the control of the University or constituting a force majeure.
  - b) Present a real, immediate or extreme threat to the proper performance of essential University functions.
  - c) May reasonably be expected to result in excessive loss or damage to property or other resources, and/or bodily injury or loss of life.
2. Any affected department may make an emergency purchase in the open market at the best attainable price when a documented emergency condition exists and the need cannot be met through the University's normal procurement method, provided that:
- a) Funds are available for the purchase.
  - b) Verbal authorization is obtained from the Office of the Chief Financial Officer.
  - c) Competition to the fullest extent practicable under existing circumstances is obtained and documented.
  - d) The unit cost of the purchase does not exceed amount requiring SBOE Executive Director approval as prescribed in SBOE policy V.1.3.a.
3. A fully signed explanation of the circumstances surrounding the emergency and the necessity for the purchase is filed by the requester with the UPD within two working days after such purchase or cessation of emergency conditions, whichever is later.

**F. Direct Negotiations**

1. In lieu of competitive bidding, and when not covered by a State open contract, negotiations may be conducted whenever any of the following conditions are applicable and authorized by the UPD:
  - a) The public good as determined by the UPD will not permit the competitive bid process due to time constraints.
  - b) No responsive or responsible bids are received at acceptable levels of price, service or terms.
  - c) Approved sole source scenarios.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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- d) The purchase is for experimental, developmental or research work, or for the manufacture of furnishing of property for experimentation, development, research or test.
- e) Where there is a particular savings through the use of educational discounts.
- f) Acquisition of federal surplus or excess property.

VI. Qualification of Vendors:

- A. No vendor shall be allowed to submit a bid unless such vendor is qualified. All vendors are qualified unless disqualified.
- B. Vendors may be disqualified for any of the following reasons:
  - 1. Failure to perform according to the terms of any agreement.
  - 2. Attempts by whatever means to cause acquisition specifications to be drawn so as to favor a specific vendor.
  - 3. Actions to obstruct or unreasonably delay acquisitions by the University. Obstruction is hereby defined as a lack of success in more than fifty percent (50%) of the appeals made in each of three (3) different acquisitions during any twenty-four (24) month period.
  - 4. Perjury in a vendor disqualification hearing.
  - 5. Debarment, suspension or ineligibility from federal contracting of the vendor, its principals or affiliates.
  - 6. Any reason in Idaho law that would disqualify a particular vendor for a particular bid.
- C. A vendor shall be notified by registered mail within ten (10) days of disqualification and may, within thirty (30) days of the receipt of such notice, challenge the disqualification.
- D. Disqualification or conditions may be imposed for a period of not more than five (5) years.

VII. Appeals:

- A. Elements of a formal sealed bid that are appealable include:



**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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1. Bid specifications
  2. Determination by the university that the bid is nonresponsive and does not comply with the bid invitation and specifications
  3. Award to a successful vendor
- B. For formal procurements utilizing the sealed bid process, the detailed process for appeals will be referenced within the posted bid information and specification package.
- C. In addition, sole source determinations are appealable. The detailed process for appeal will be referenced in the legal notice.
- D. Any appeal will be reviewed and a written decision setting forth reasons for denial will be provided or if upheld an amendment (for a specification or intent to award appeal) to the original bid or sole source determination will be posted.
- E. Submitting a bid to the University constitutes standard acceptance of this policy including the appeals process.
- F. Small purchases or purchases that are exempted from bidding requirements are not appealable.
- VIII. Ethics Requirements:
- A. All faculty, staff and students at the University are required to adhere to the intent and spirit of these policies and directives. They are designed as a means to acquire the necessary goods and services as effectively and economically as possible, while also maintaining compliance with the laws of the State of Idaho. Employees are subject to penalties as described in Idaho Code, including, but not limited to, those in Section 67-9231.
  - B. Employees are prohibited from obtaining goods or services by avoiding the competitive process through such actions as splitting purchases, creating false emergency situations, and purchasing outside open contracts without authorization.
  - C. Any effort to circumvent or abuse State and University purchasing regulations and policies or procedures will not be condoned and is subject to disciplinary action up to and including dismissal.
  - D. Purchasing Ethics and Vendor Relationships
    1. All employees are involved in business transacted by the University

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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in one form or another. Especially so are those professional purchasers and other personnel who purchase items and services, including those using the University P-card. Each employee has a personal responsibility to conduct University business in an ethical manner and assure the integrity of the purchasing and procurement processes.

2. Conflict of interest:

- a) A conflict of interest occurs when a person's private interests compete with his or her professional obligations to the University to a degree that an independent observer might reasonably question whether the person's professional actions or decisions are materially affected by personal considerations, including but not limited to personal gain, financial or otherwise.
- b) Employees are therefore prohibited from entering into service contracts with or selling goods to the University.

3. Influencing/conspiring to influence:

The University prohibits the influencing or conspiring to influence purchasing decisions and contract awards. Attempts at influence may include kickbacks and bribes, peddling or payment of a fee, back door selling, hard-sell tactics, fraternization, or offering gifts to avoid following published procedures or gain advantages.

4. Post issuance contract oversight is required to guarantee the University receives all goods and services as per the terms of the agreement. Idaho State University Policy "Contract Administration" describes roles and responsibilities for contract management.

- E. It is the responsibility of the University Purchasing Director to ensure that procurement staff are properly trained to execute their duties efficiently and in accordance with laws and regulations.

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**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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**LEWIS-CLARK STATE COLLEGE**

**SUBJECT**

Capital Project financing plan and construction authorization for the Spalding Hall renovation project.

**REFERENCE**

June 2016 Board approved initiation of design and planning phase for Spalding Hall upgrade and approved the associated revision of the College's six-year capital plan

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1 and V.K.3.b.

**BACKGROUND/DISCUSSION**

Lewis-Clark State College (LCSC) is requesting State Board of Education (Board) approval of the budget and financing plan and approval to begin construction for the Spalding Hall renovation project. Spalding Hall is a three-story above ground masonry building, with basement, constructed in 1924. The building is named after pioneer educator Eliza Hart Spalding, who, with her husband, Henry, established the famous mission school at Lapwai for the Nez Perce tribe. Originally a women's dormitory, it was later converted into faculty offices in 1966. The facility was approved for re-roofing as part of LCSC's FY2014 Permanent Building Fund (BPF) request. The interior rooms of the building are in dilapidated condition. The building is approximately 24,000 sq. feet and has a replacement value of about \$6.6M and is of historical significance to LCSC and the Lewiston community.

The renovation will include new plumbing, electrical, and HVAC systems to bring the building up to modern standards. A new fire suppression system will be installed and asbestos will be removed throughout the building. The new fire suppression system will extend to Clark Hall, the dormitory wing connected to the south side of Spalding Hall. The resulting construction will include a complete removal of outdated and damaged materials and some reconfiguration of existing walls to provide seven additional offices (58 total). New carpet, ceilings and doors will refresh the office interiors. New electrical systems will include LED lighting with dual switches and occupancy sensors. New HVAC systems will include digital controls with individualized climate control for each office. The result will be a safe, modernized building with improved ADA accessibility and energy efficiency.

The Permanent Building Fund Advisory Council (PBFAC) recommended an FY2016 alteration and repair project of \$1,000,000 (\$350K PBF, \$650K agency) to the legislature during the 2015 session, and a follow-on FY2017 project was recommended in the 2016 session for an additional \$800,000 (\$500K PBF, \$300K agency). Both projects were approved by the legislature. As the feasibility study

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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was completed, it became evident that, in order to complete the asbestos abatement and bring the building up to electrical and fire code, the cost of the project had escalated into a major capital project with an estimated cost of \$4,000,000 plus \$260,000 to extend the fire suppression system to the attached residence hall (Clark Hall). Upon that discovery, the Division of Public Works (DPW) recommended LCSC either divide the project into a number of phased construction projects over multiple years, or develop a funding plan to complete the building upgrades in one integrated project. Working with DPW, the College has determined that renovation of the entire building as a single project is most cost-effective and least disruptive to campus operations. After detailed design, the total project cost, including Furniture, Fixtures and Equipment (FFE) and extension of the fire suppression system to Clark Hall, is estimated to be \$4.54 million.

Approval of this financing plan and construction will allow the college to complete the project by combining the funds dedicated from the PBFAC and appropriated reserves from LCSC.

**IMPACT**

Total construction costs of \$4.2 million for the expanded project will be covered with \$850,000 from previous PBFAC allocations and \$3,350,000 from institutional reserves. LCSC is anticipating furniture, fixtures and equipment (FFE) and faculty relocation costs during construction to be an additional \$340,000.

Total Project:		Estimated Budget	
Funding:		Construction	\$ 3,145,000
State	\$ 850,000	Const. Cont. (13.5%)	424,575
Federal (Grant)	0	Design/ Consultant Fees	260,425
LCSC	3,690,000	Other	360,000
		FFE & Relocation Costs	340,000
		Project Contingency	10,000
Total	\$ <u>4,540,000</u>		\$ <u>4,540,000</u>

**ATTACHMENTS**

Attachment 1 – Capital Project Tracking Sheet	Page 5
Attachment 2 – Floor Plan Drawings	Page 7
Attachment 3 – Detailed Construction Cost Estimates	Page 11

**STAFF COMMENTS AND RECOMMENDATIONS**

The PBFAC considered a cost-comparison analysis of renovating this facility versus demolishing the facility and replacing it with a new structure. It was determined that it was more cost-effective to remodel the facility rather than to replicate its functions in a new building. The design team verified that the upgraded building will have the capability to be reconfigured in future years, if necessary, to meet changing functional needs. Carrying out the project as a unified construction

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**OCTOBER 20, 2016**

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effort is preferable to breaking up the projected into smaller projects with a much larger total cost and greater disruption to campus users and operations. The financing approach and proposed construction plans will restore this historically-significant landmark and functional workhorse on the LCSC campus to a safe and efficient facility. Staff recommends approval.

**BOARD ACTION**

I move to approve the request from Lewis-Clark State College to execute the financing plan and implement the construction phase of the Spalding Hall renovation project as described in the materials provided herein, and to authorize the College to execute all necessary and requisite consulting contracts to bid, award, and complete the construction phase of the project for an amount not to exceed \$4,540,000.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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Office of the Idaho State Board of Education  
 Capital Project Tracking Sheet  
 As of: 5/15/2016

History Narrative

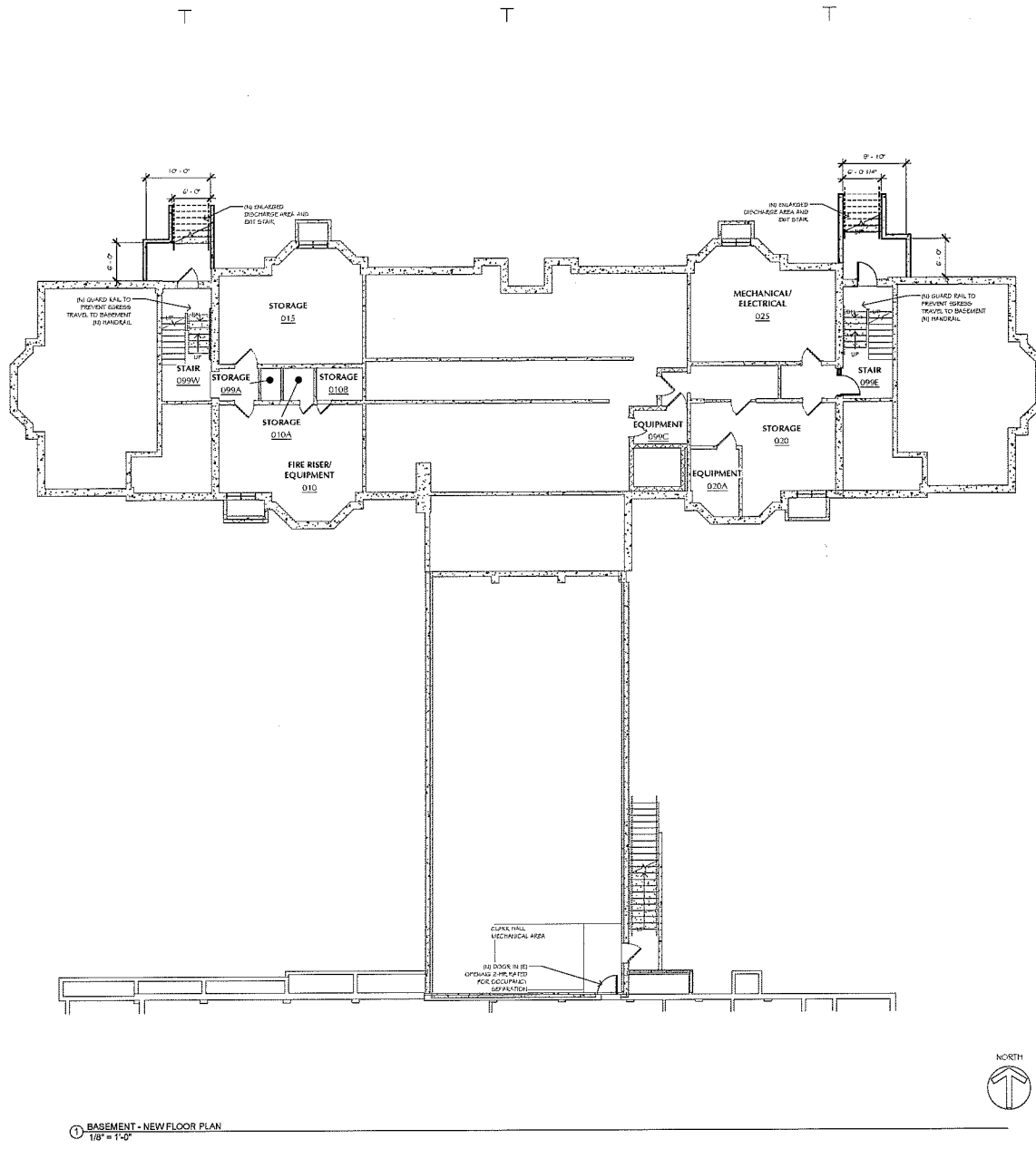
1 **Institution/Agency:** Lewis-Clark State College      **Project:** Renovation of Spalding Hall  
 2 **Project Description:** Renovate Spalding Hall Office Building, bringing the structure up to electrical and fire code, improve interior floor plan, address life safety deficiencies, upgrade building systems and correct access and ADA deficiencies.  
 3 **Project Use:** Academic Office Building  
 4 **Project Size:** 20545 square feet

	Sources of Funds				Use of Funds			Total Uses
	PBF	ISBA	Other *	Total Sources	Planning	Use of Funds Const	Other	
Initial Cost of Project	\$ 850,000	\$ -	\$ 3,690,000	\$ 4,540,000	\$ 260,425	\$ 3,579,575	\$ 700,000	\$ 4,540,000
<b>History of Revisions:</b>								
Proposed Revision	\$ -	\$ -						\$ -
<b>Total Project Costs</b>								
	\$ 850,000	\$ -	\$ 3,690,000	\$ 4,540,000	\$ 260,425	\$ 3,579,575	\$ 700,000	\$ 4,540,000

History of Funding:	PBF	ISBA	* Other Sources of Funds			Total Other	Total Funding
			Institutional Funds	Student Revenue	Other		
	\$ 850,000	\$ -	\$ 3,690,000			\$ 3,690,000	\$ 4,540,000
						\$ -	\$ -
Total	\$ 850,000	\$ -	\$ 3,690,000	\$ -	\$ -	\$ 3,690,000	\$ 4,540,000



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CONSTRUCTION

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Division Of Public Works  
**LCSC: Upgrade, Spalding Hall**  
Lewiston, Idaho

DPW # 16-151  
SCHEMATIC DESIGN

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DATE: 8-8-2016

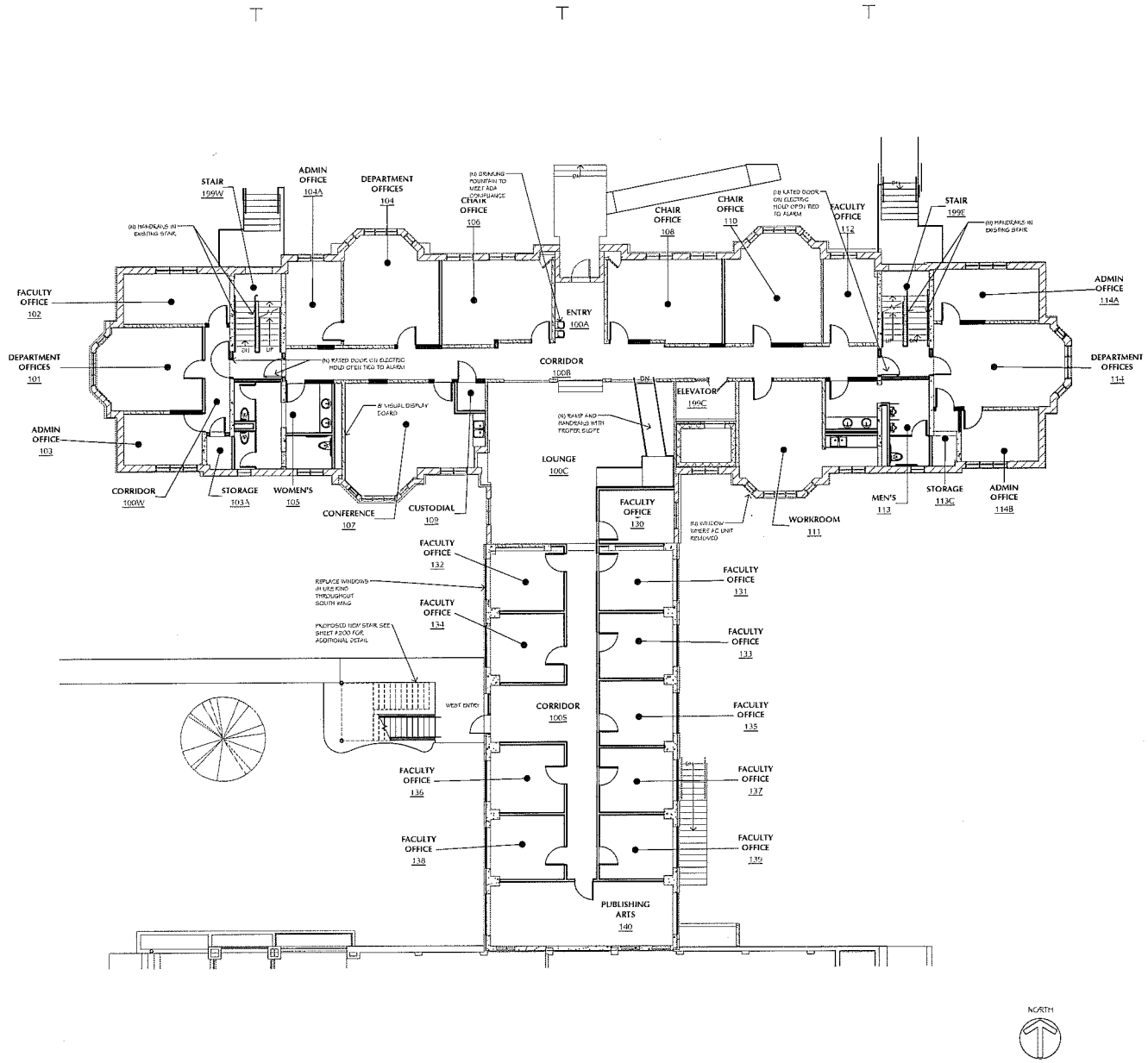
SHEET TITLE: NEW BASEMENT PLAN

SHEET NO: **A118**

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BUSINESS AFFAIRS AND HUMAN RESOURCES  
OCTOBER 20, 2016

ATTACHMENT 2



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Key Value	Keynote Text

(N) WALL OPENING	(R) INFILL CONCRETE WALL
(C) COFFERED WALL	(M) INFILL MASONRY WALL
(S) MASONRY WALL	(B) BRICK WALL
(M) MASONRY WALL	(R) INFILL BRICK WALL

- WALL KEY - NEW  
1/8" = 1'-0"
- GENERAL NOTES
1. ALL ROOMS TO RECEIVE NEW FLOOR COVERING.
  2. ALL ACoustICAL CEILING FINE TO BE REMOVED.
  3. ALL ROOMS TO RECEIVE NEW PAINT.
  4. ALL STAIRS TO RECEIVE ADA COMPLIANT HAND RAIL.
  5. ALL STAIR ENCLOSEURES TO BE FIRE RATED.
  6. ALL OFFICE DESKS TO HAVE GLASS IN ORDER TO TRANSMIT MORE LIGHT TO INTERIOR HALLWAY.

FIRST - NEW FLOOR PLAN  
1/8" = 1'-0"

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Division of Public Works  
**LCSC: Upgrade, Spaulding Hall**  
Lewiston, Idaho

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REVISIONS:

DATE:	8-8-2016
SHEET TITLE:	NEW FIRST FLOOR PLAN
SHEET NO.:	<b>A119</b>

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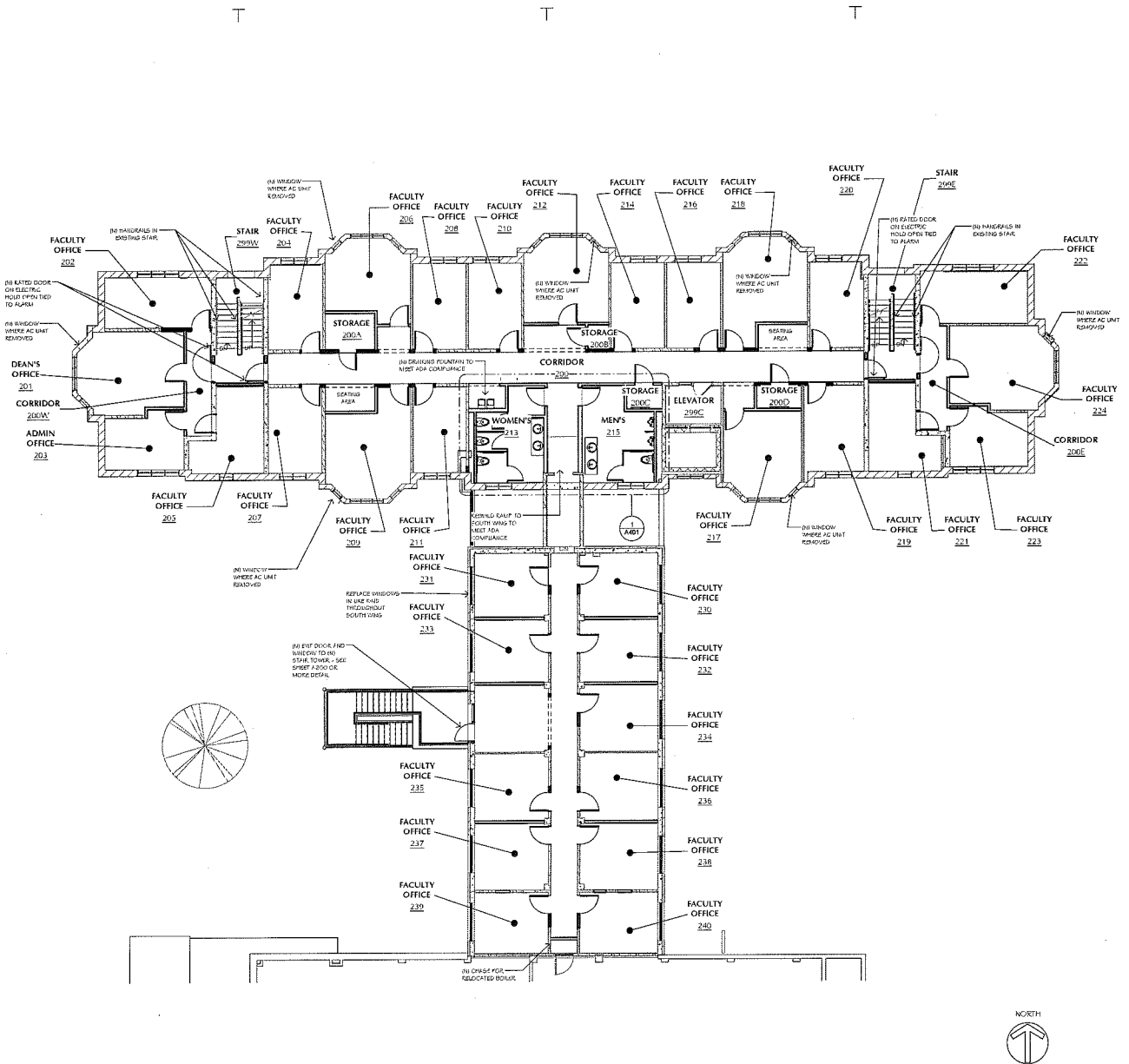
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**LCSC: Upgrade, Spaulding Hall**  
Lewiston, Idaho

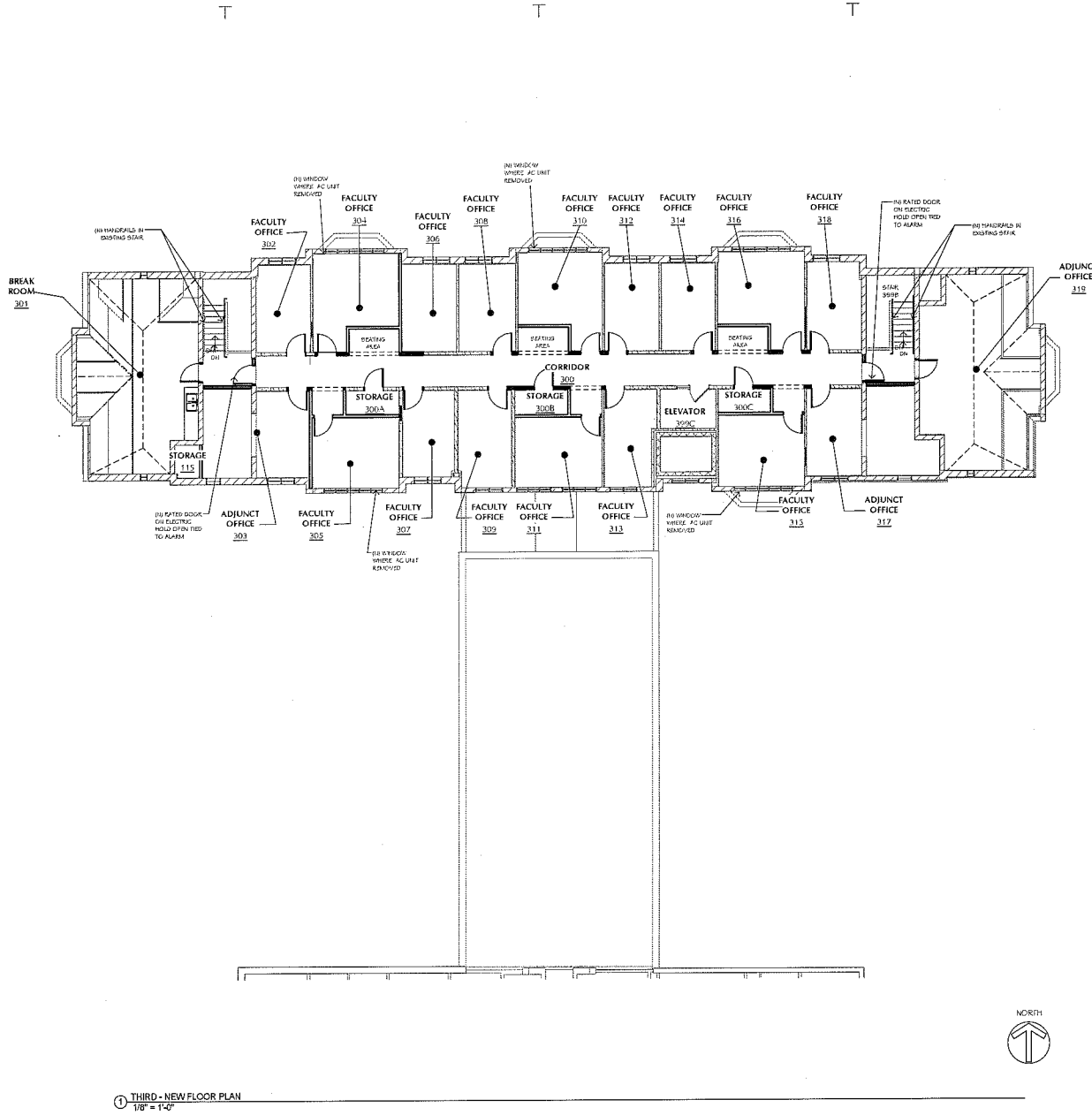
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DRAWN: Author  
CHECKED: Checker  
REVIEWED: Approver  
PROJECT NO.: 2016.009  
DATE: 8-8-2016  
SHEET TITLE: NEW SECOND FLOOR PLAN  
SHEET NO.: **A120**



- WALL KEY - NEW**  
1/8" = 1'-0"
- GENERAL NOTES:  
1. ALL ROOMS TO RECEIVE NEW FLOOR COVERING.  
2. ALL RECTANGULAR CEILING TIE TO BE REMOVED.  
3. ALL ROOMS TO RECEIVE NEW PAINT.  
4. ALL STAIRS TO RECEIVE ADA COMPLIANT HAND RAIL.  
5. ALL STAIR ENCLOSURES TO BE FIRE RATED.  
6. ALL OFFICE DOORS TO HAVE GLASS IN ORDER TO TRANSMIT MORE LIGHT TO INTERIOR HALLWAY.
- (1) WALL OPENING
  - (2) CONCRETE WALL
  - (3) WOOD WALL
  - (4) BRICK WALL
  - (5) METAL STUD WALL
  - (6) RAFTAL CONCRETE WALL
  - (7) RAFTAL WOOD WALL
  - (8) RAFTAL BRICK WALL

① SECOND - NEW FLOOR PLAN  
1/8" = 1'-0"

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Key Value	Keynote Text
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- (R) WALL OPENING
- (R) CONCRETE WALL
- (R) WOOD WALL
- (R) BRICK WALL
- (R) METAL STUD WALL
- (R) INSUL. GYPSUM WALL
- (R) INSUL. G.C. WALL
- (R) INSUL. BRICK WALL

WALL KEY - NEW  
1/8" = 1'-0"

- GENERAL NOTES
1. ALL ROOMS TO RECEIVE NEW FLOOR COVERING
  2. ALL ACoustICAL CEILING TILE TO BE REMOVED.
  3. ALL ROOMS TO RECEIVE NEW PAINT.
  4. ALL STAIRS TO RECEIVE ADA COMPLIANT HAND RAIL
  5. ALL STAIR ENCLOSURES TO BE FIRE RATED
  6. ALL OFFICE DOORS TO HAVE 60-90 MIN. RATED GLASS TO TRANSMIT MORE LIGHT TO INTERIOR HALLWAY

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Division Of Public Works  
**LCSC: Upgrade, Spaulding Hall**  
Lewiston, Idaho

DPW # 16-151  
SCHEMATIC DESIGN

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REVISIONS:


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REVISED: Approver  
PROJECT NO: 2016.009  
DATE: 8-8-2016

SHEET TITLE:  
NEW THIRD FLOOR PLAN

SHEET NO:  
**A121**

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**Spalding Hall Upgrade - Schematic Design Probable Cost**

8/25/2016

Column1	Description	Count	Quantity	Units	Cost/Unit	Subtotal	Total Base Bid
<b>Division 2 - Existing Conditions</b>							
Selective Demolition							
Hazardous Materials							
	Asbestos Abatement (per DPW)	1	0.0	LS	0.00	0.00	in abatement
	Lead Based Paint Remediation	1	0.0	LS	0.00	0.00	in abatement
Site Construction Demolition							
	Front Concrete Sidewalk Removal - Verify	1	6.0	SY	40.00	240.00	
	Exit Discharge Sidewalk Removal	2	3.0	SY	40.00	240.00	
	Exit Discharge Wall Removal	2	24.0	SF/EA	18.00	864.00	
	Exit Discharge Slab & Stair Removal	2	5.0	SY	28.00	280.00	
	North ADA Ramp w Landing	1	80.0	SF	5.00	400.00	
	North Entry Stair	1	50.0	SF	5.00	250.00	
Interior Construction Demolition							
	Remove Floor Finishes	1	0.0	SF	0.45	0.00	in abatement
	Remove Doors and Frames						
	Single Doors	1	64.0	EA	55.00	3,520.00	
	Single Doors w Transoms	1	27.0	EA	65.00	1,755.00	
	Double Doors	1	1.0	EA	65.00	65.00	
	Remove Acoustic Glue-On Tile Ceiling Finishes	1	0.0	LS	0.00	0.00	in abatement
	Remove Suspended Ceilings						
	2x2 Panel Ceilings	1	3,933.0	SF	0.30	1,179.90	
	2x4 Panel Ceilings	1	1,167.0	SF	0.30	350.10	
	Remove Wall Finishes (Acoustic Tile & Sim)	1	0.0	LS	2,000.00	0.00	in abatement
	Remove Furred Walls (1 1/4")	1	4,033.0	SF	0.55	2,218.15	
	Remove Furred Ceilings (1 1/8")	1	4,000.0	SF	0.52	2,080.00	
	Remove Single Layer Drywall	1	1,180.0	SF	0.50	590.00	
	Remove Walls for New Hall Openings (6x9)	1	11.0	EA	232.00	2,552.00	
	Selective Wall and Ceiling Removal for New MEP	1	1.0	LS	5,000.00	5,000.00	
	Remove Window Supported HVAC Construction	1	16.0	EA	80.00	1,280.00	
	Remove Toilet Partitions	4	1.0	Area	150.00	600.00	
	Remove Toilet Accessories	4	1.0	Area	150.00	600.00	
	Remove 1st Floor Living Room Ramp	1	1.0	LS	800.00	800.00	
	Remove 2nd Floor South Wing Corridor Ramp	1	1.0	LS	800.00	800.00	
	Remove Base Cabinets	1	118.5	LF	10.00	1,185.00	
	Remove Upper Cabinets	1	43.0	LF	10.00	430.00	
	Remove Shelving Systems	1	150.5	LF	5.00	752.50	
	Remove South Wing Windows						
	2nd Floor	1	12.0	EA	120.00	1,440.00	
	1st Floor	1	12.0	EA	150.00	1,800.00	
	Cut and Remove South Wing Walls for Stair System	2	24.0	SF	18.00	864.00	
	Cut and Remove ceiling for Structural Upgrades - Shear						
	1st Floor	3	436	LF	1.50	1,962.00	
	2nd Floor	3	396	LF	1.50	1,782.00	
	3rd Floor	3	396	LF	1.50	1,782.00	
	Cut Concrete Stair Walls for New Openings (Spalding)	1	114.0	SF	18.00	2,052.00	
	Section Contingency					35,000.00	
	<b>Subtotal Cost</b>						<b>74,713.65</b>
<b>Division 3 - Concrete</b>							
Flat Work							
	New Sidewalks South Wing Stair	1	445.0	SF	8.00	3,560.00	
	New Exit Discharge Slab	2	60.0	SF	8.00	960.00	
	New Sidewalks from Exit Discharge to Sidewalk	2	32.0	SF	8.00	512.00	
Vertical Work							
	New Stair Foundation						
	Footings	1	10.0	LF	45.00	450.00	
	Foundation Piers	1	8.0	LF	88.00	704.00	
	New Exit Discharge Foundation and Retaining Walls						
	Footings	2	27.5	LF	45.00	2,475.00	
	Foundation Wall	2	27.5	LF	150.00	8,250.00	
	New Exit Discharge Stairs	2	7.0	Riser	500.00	7,000.00	
	Rebuild North ADA Ramp and Entry Stair						
	New ADA Ramp w Landing	1	100.0	SF	10.00	1,000.00	

**Spalding Hall Upgrade - Schematic Design Probable Cost**

8/25/2016

Column1	Description	Count	Quantity	Units	Cost/Unit	Subtotal	Total Base Bid
	Revise Entry Stair	1	3.0	Risers	500.00	1,500.00	
	South Wing Stair - Precast Upper Landing	1	0.0	SF	16.00	0.00	Moved to Steel
	South Wing Stair - Precast Middle Landing	1	0.0	SF	16.00	0.00	Moved to Steel
	South Wing Stair - Precast Roof	1	0.0	SF	16.00	0.00	Moved to Steel
	Historic Concrete Restoration						
	Cleaning Cast Concrete	1	1.0	LS	12,000.00	12,000.00	
	Epoxy Injections	1	1.0	LS	3,400.00	3,400.00	
	Patch Spalling Areas	1	1.0	LS	1,200.00	1,200.00	
	<b>Subtotal Cost</b>						<b>43,011.00</b>
<b>Division 4 - Masonry</b>							
	Historic Restoration						
	Cleaning of Brickwork	1	1	LS	5,000.00	5,000.00	
	Cleaning of Cast Stone	1	1	LS	1,800.00	1,800.00	
	Brickwork Replacement	1	1	LS	2,000.00	2,000.00	
	Repointing Brickwork		Below				
	New Masonry Construction						
	South Wing Stair Walls	1	0	SF	45.00	0.00	Not Selected
	<b>Subtotal Cost</b>						<b>8,800.00</b>
<b>Division 5 - Metals</b>							
	General						
	Miscellaneous Structural Elements (Allowance)	1	Below				
	Stairs						
	South Wing Stair Structural Support	1	3.0	Supports	1,200.00	3,600.00	
	South Wing Stair Carriage and Landing Structure	1	23.0	Riser	800.00	18,400.00	
	South Wing Stair Landings	1	4.0	Landings	1,200.00	4,800.00	
	South Wing Stair Upper Door Awning	1	1.0	LS	2,000.00	2,000.00	
	Guard and Handrailing						
	South Wing Stair Guardrailing	1	18.0	LF	65.00	1,170.00	
	South Wing Stair Handrailing	1	26.0	LF	38.00	988.00	
	South Wing Stair Sidewalk Stairs Handrailing	1	0.0	LF	35.00	0.00	
	Exit Discharge Area Guardrailing	2	32.0	LF	65.00	4,160.00	
	Exit Discharge Area Stair Handrailing	4	11.0	LF	35.00	1,540.00	
	Interior Stairs Center Handrailing						
	East Stair	3	16.0	LF	40.00	1,920.00	
	West Stair	3	16.0	LF	40.00	1,920.00	
	Interior Stairs Exterior Handrailing						
	East Stair	6	10.3	LF	35.00	2,163.00	
	West Stair	6	10.3	LF	35.00	2,163.00	
	Interior Stairs Basement Gates	1	2.0	EA	350.00	700.00	
	2nd Floor Corridor Ramp Handrailing	2	20.0	LF	30.00	1,200.00	
	1st Floor Living Room Ramp Handrailing	2	20.0	LF	30.00	1,200.00	
	<b>Subtotal Cost</b>						<b>47,924.00</b>
<b>Division 6 - Wood, Plastic, &amp; Composites</b>							
	Structural Stabilization / Corrections						
	Seismic Upgrades (Spaulding Hall Only)						
	Out-of-Plane Connections	1.2	1.0	LS	68,469.00	82,162.80	
	In-Plane Shear	1.2	1.0	LS	46,277.50	55,533.00	
	Parapet Bracing	1.2	1.0	LS	15,949.80	19,139.76	
	Drag Struts	1.2	1.0	LS	1,041.20	1,249.44	
	Stairwell Upgrades	1.2	1.0	LS	3,330.80	3,996.96	
	Correct Sloped Floors	1.2	1.0	LS	21,130.40	25,356.48	
	Install New Headers	1.2	1.0	LS	18,137.24	18,137.24	
	Contingency	0.0	0.2	%	Calc'd Above		
	<b>SUBTOTAL</b>					205,575.68	
	Interior Ramp Construction						
	2nd Floor Corridor Ramp Construction	1	1.0	LS	1,800.00	1,800.00	
	1st Floor Living Room Ramp Construction	1	1.0	LS	1,800.00	1,800.00	
	Interior Walls - Patch Back						

**Spalding Hall Upgrade - Schematic Design Probable Cost**

8/25/2016

Column1	Description	Count	Quantity	Units	Cost/Unit	Subtotal	Total Base Bid
	Interior Wall Infill / Patch Back	1	0.0	LS	2,500.00	2,500.00	See Below
	Repair & Restoration						
	Repair Historic Woodwork Living Room	1	1.0	LS	8,000.00	8,000.00	
	Repair Living Room Floor (Where buckled)	1	1.0	LS	2,000.00	2,000.00	
	Repair / Correct East & West Wing Floors	1	Above		0.00		
	Plastic-Laminate-Faced Cabinets						
	Base Cabinets						
	Conference Room	1	10.3	LF	400.00	4,120.00	
	Workroom	1	8.5	LF	400.00	3,400.00	
	Breakroom	1	8.5	LF	400.00	3,400.00	
	Upper Cabinets						
	Conference Room	1	10.3	LF	200.00	2,060.00	
	Workroom	1	8.5	LF	200.00	1,700.00	
	Breakroom	1	8.2	LF	200.00	1,640.00	
	Restroom Vanity Counters						
	1st Floor Men's	1	8.3	LF	125.00	1,037.50	
	1st Floor Women	1	6.7	LF	125.00	837.50	
	2nd Floor Men's	1	6.5	LF	125.00	812.50	
	2nd Floor Women's	1	6.5	LF	125.00	812.50	
	<b>SUBTOTAL</b>		82		0.00	35,920.00	
	<b>Subtotal Cost</b>						<b>241,495.68</b>
<b>Division 7 - Moisture &amp; Thermal Protection</b>							
	Thermal/Sound Insulation						
	Floor/Ceilings (Spalding)	1	9,400.00	SF	1.00	9,400.00	
	Walls	1	12,000.00	SF	1.00	12,000.00	
	Roofing Membrane / Covering						
	Stair Tower Roofing					0.00	Not Selected
	Stair Doorway Roofing Membrane / Flashing					0.00	Not Selected
	Roof Membrane Repair for HVAC Units					0.00	Not Selected
	Metal Flashing						
	South Wing Stair Structure Coping	1	0.00	LF	20.00	0.00	Not Selected
	Downspouts						
	Existing Downspout Replacements	1	550.00	LF	8.00	4,400.00	
	<b>Subtotal Cost</b>						<b>25,800.00</b>
<b>Division 8 - Openings</b>							
	Hollow Metal Doors and Frames						
	Exit Discharge 3/4 Lite Doors	1	2.0	EA	800.00	1,600.00	
	Hollow Metal Frames						
	Door Frames (Aluminum)	1	90.0	EA	125.00	11,250.00	
	Door Sidelight Frames (Aluminum)	1	NA				
	Flush Wood Doors						
	Flush Panel	1	12.0	EA	300.00	3,600.00	
	3/4 Lite Panels	1	72.0	EA	450.00	32,400.00	
	Flush Panel - Fire Door	1	14.0	EA	500.00	7,000.00	
	Basement Occupancy Separation Door (at Clark Hall)	1	1.0	EA	350.00	350.00	
	Door Hardware						
	Office Function	1	72.0	EA	450.00	32,400.00	
	Restroom Function	1	4.0	EA	300.00	1,200.00	
	Storage / Passage Function	1	12.0	EA	450.00	5,400.00	
	Exterior Door Function	1	2.0	EA	850.00	1,700.00	
	Interior Stair Door Function (Hold open)	1	4.0	EA	1,100.00	4,400.00	
	Exit Discharge Doors	1	2.0	EA	850.00	1,700.00	
	<b>SUBTOTAL</b>		96.0	Doors	1,072.92	103,000.00	
	Aluminum Storefront						
	South Wing Stair Exit - 1st Floor						
	Storefront Windows	1	58.0	SF	40.00	2,320.00	
	Storefront Door	1	1.0	EA	1,600.00	1,600.00	
	South Wing Stair Exit - 2nd Floor						
	Storefront Windows	1	32.0	SF	40.00	1,280.00	
	Storefront Doors	1	1.0	EA	1,600.00	1,600.00	
	<b>SUBTOTAL</b>		132.0	SF		6,800.00	



**Spalding Hall Upgrade - Schematic Design Probable Cost**

8/25/2016

Column1	Description	Count	Quantity	Units	Cost/Unit	Subtotal	Total Base Bid
	<b>Aluminum Windows</b>						
	South Wing Window Replacements						
	Upper Windows	12	33.0	SF/EA	40.00	15,840.00	
	Lower Windows	12	58.0	EA	40.00	27,840.00	
	<b>SUBTOTAL</b>		1,092.0	SF		43,680.00	
	<b>Wood Window Restoration</b>						
	Replace Window Sashes (HVAC Removal)	1	16.0	EA	300.00	4,800.00	
	<b>Subtotal Cost</b>						<b>158,280.00</b>
	<b>Division 9 - Finishes</b>						
	<b>Plaster Repairs</b>						
	Repair Original Plaster Ceilings	1	13,198.0	SF	0.60	7,918.80	
	Repair Original Brick Plaster Walls	1	10,466.0	SF	0.60	6,279.60	
	Repair Original Wood Lath Plaster Walls - 4 3/4"	1	8,542.0	SF	0.60	5,125.20	
	Repair Original Wood Lath Plaster Walls - 6 3/4"	1	8,598.0	SF	0.60	5,158.80	
	<b>Plaster Repainting</b>						
	Repaint Original Plaster Ceilings	1	13,198.0	SF	0.55	7,258.90	
	Repaint Original Brick Plaster Walls	1	10,466.0	SF	0.55	5,756.30	
	Repaint Original Wood Lath Plaster Walls - 4 3/4"	1	8,542.0	SF	0.55	4,698.10	
	Repaint Original Wood Lath Plaster Walls - 6 3/4"	1	8,598.0	SF	0.55	4,728.90	
	Repainting Historic Trim (Living Room)	1	1.0	LS	1,500.00	1,500.00	
	<b>SUBTOTAL</b>					48,424.60	
	<b>New Walls</b>						
	3 5/8" Metal Stud Framing	1	6,577.0	SF	1.50	9,865.50	
	3 1/2" Wood Stud Framing	1	282.0	SF	1.50	423.00	
	5 1/2" Wood Stud Framing	1	406.0	SF	1.70	690.20	
	Variable Thickness Wood Stud Framing	1	834.0	SF	1.80	1,501.20	
	<b>Gypsum Wall Board</b>						
	New Walls - 5/8"	1	16,043.0	SF	1.25	20,053.75	
	Ceiling Overlay - 3/8"	1	0.0	SF	1.00	0.00	Not Used
	<b>Establish Occupancy Separation Wall</b>						
	General Allowance	1	1.0	LS	8,000.00	8,000.00	
	<b>SUBTOTAL</b>		6.2	\$/SF		40,533.65	
	<b>Ceramic Tile Backer Board / Schluter</b>						
	Restroom Flooring	1	700.0	SF	4.00	2,800.00	
	Restroom Wainscot	1	1,100.0	SF	2.00	2,200.00	
	<b>Ceramic Tiling</b>						
	Restroom Flooring	1	700.0	SF	15.00	10,500.00	
	Restroom Wainscot	1	1,100.0	SF	15.00	16,500.00	
	<b>SUBTOTAL</b>		1,800.0		17.78	32,000.00	
	<b>Patch back ceiling for structural upgrades</b>						
	1st Floor	1	436	LF	1.00	436.00	
	2nd Floor	1	396	LF	1.00	396.00	
	3rd Floor	1	396	LF	1.00	396.00	
	<b>Acoustical Panel Ceilings</b>						
	2x4 Panels	1	2,200.0	SF	3.00	6,600.00	
	<b>Resilient Base &amp; Accessories</b>						
	General Walls	1	6,300.0	LF	2.00	12,600.00	
	<b>Sheet Flooring (type to be selected)</b>						
	Elevator Lobby and Cab	1	400.0	SF	9.00	3,600.00	
	Storage Rooms	1	335.0	SF	9.00	3,015.00	
	<b>SUBTOTAL</b>		735.0			27,043.00	
	<b>Tile Carpeting</b>						
	General Carpeting						
	1st Floor	1	6,481.0	SF	5.00	32,405.00	
	2nd Floor	1	6,640.0	SF	5.00	33,200.00	
	3rd Floor	1	4,660.0	SF	5.00	23,300.00	
	<b>SUBTOTAL</b>		17,781.0			88,905.00	
	<b>Exterior Painting</b>						
	Historic Concrete Work	1	1.0	LS	8,000.00	8,000.00	
	<b>Interior Painting</b>						
	Plaster Walls	1	25,025.0	SF	0.55	13,763.75	
	New Walls	1	17,283.0	SF	0.55	9,505.65	

**Spalding Hall Upgrade - Schematic Design Probable Cost**

8/25/2016

Column1	Description	Count	Quantity	Units	Cost/Unit	Subtotal	Total Base Bid
	Plaster Ceilings	1	14,005.0	SF	0.55	7,702.75	
	New Ceilings	1	6,000.0	SF	0.55	3,300.00	
	<b>SUBTOTAL</b>					34,272.15	
	<b>Staining &amp; Transparent Finishes</b>						
	Wood Doors	1	90.0	EA	100.00	9,000.00	
	<b>Stair / Railing Painting</b>						
	Stair Painting w Railing	1	1.0	LS	1,800.00	1,800.00	
	Interior Handrail Painting	1	220.0	LF	5.75	1,265.00	
	Basement Gate Painting	1	1.0	LS	100.00	100.00	
	Interior Ramp Handrailing	1	88.0	LF	5.75	506.00	
	Exterior Guardrail Painting (N) Exit Discharge	1	22.0	LF	12.00	264.00	
	Exterior Handrail Painting (N) Exit Discharge	1	32	LF	5.75	184.00	
	<b>Subtotal Cost</b>						<b>292,297.40</b>
	<b>Division 10 - Specialties</b>						
	<b>Visual Display Units</b>						
	1st Floor Conference Room	1	1.0	EA	2,200.00	2,200.00	
	<b>Room-Identification Signage</b>						
	Restroom Signage	1	4.0	EA	105.00	420.00	
	Offices / Conference / Janitor Room Signage	1	73.0	EA	105.00	7,665.00	
	Tactile Exit Signage	1	5.0	EA	105.00	525.00	
	Stairway Signage	1	16.0	EA	105.00	1,680.00	
	<b>SUBTOTAL</b>		98.0			10,290.00	
	<b>Metal Toilet Compartments</b>						
	Accessible WC Stalls	1	4.0	EA	1,000.00	4,000.00	
	Standard WC Stalls	1	4.0	EA	815.00	3,260.00	
	Urinal Stalls	1	3.0	EA	400.00	1,200.00	
	<b>SUBTOTAL</b>		11.0			8,460.00	
	<b>Wall &amp; Door Protection</b>						
	Wall Corner Guards	1	30.0	Ea	100.00	3,000.00	
	<b>Toilet, Bath &amp; Laundry Accessories</b>						
	Grab Bars	1	12.0	EA	175.00	2,100.00	
	Toilet Paper Dispensers	1	8.0	EA	80.00	640.00	
	Sanitary Napkin Dispensers	1	2.0	EA	300.00	600.00	
	Hand Dryers	1	6.0	EA	1,000.00	6,000.00	
	Soap Dispensers	1	8.0	EA	150.00	1,200.00	
	Under-Lavatory Guards (Pipe Protection)	1	8.0	EA	125.00	1,000.00	
	<b>Subtotal Cost</b>						<b>35,490.00</b>
	<b>Division 11 - Equipment</b>						
	<b>Roller Shades</b>						
	Small Windows	1	0.0	EA	80.00	0.00	Not Selected
	Medium Windows	1	0.0	EA	90.00	0.00	Not Selected
	Large Windows	1	0.0	EA	135.00	0.00	Not Selected
	<b>Plastic Laminate Countertops</b>						
	Countertops	1	160.0	SF	45.00	7,200.00	
	<b>Subtotal Cost</b>						<b>7,200.00</b>
	<b>Division 12 - Furnishings</b>						
	<b>Division 13 - Special Construction</b>						
	<b>Division 14 - Conveying Equipment</b>						

**Spalding Hall Upgrade - Schematic Design Probable Cost**

8/25/2016

Column1	Description	Count	Quantity	Units	Cost/Unit	Subtotal	Total Base Bid
<b>Division 21 - Fire Protection</b>							
	Fire Sprinkler System Service	1	8,000	LS	1.00	8,000.00	
	Fire Sprinkler System - Heated Floor Areas	1	24,000.0	SF	3.50	84,000.00	
	Fire Sprinkler System - Attic - Unheated	1	3,444.0	SF	4.00	13,776.00	
	Clark Hall Sprinklers - Heated Floor Areas	1	22,000	SF	6.00	132,000.00	
	<b>Subtotal Cost</b>						<b>237,776.00</b>
<b>Division 22 - Plumbing</b>							
	Plumbing System						
	Plumbing System	1	24,000.0	LS	4.50	108,000.00	
	<b>Subtotal Cost</b>						<b>108,000.00</b>
<b>Division 23 - Heating Ventilating &amp; Air Conditioning</b>							
	Mechanical System						
	Relocate Boiler to Clark Hall	1	1	LS	50,000.00	50,000.00	
	Mechanical Demolition	1	24,000.0	SF	1.50	36,000.00	
	VRF HVAC System	1	24,000.0	SF	20.83	500,000.00	
	Dedicated Outside Air Unit	1	24,000.0	SF	0.00	0.00	
	Ductwork	1	24,000.0	SF	2.50	60,000.00	
	Controls	1	24,000.0	SF	2.08	50,000.00	
	Miscellaneous	1	24,000.0	SF	1.57	37,700.00	
	<b>Subtotal Cost</b>						<b>733,700.00</b>
<b>Division 26 - Electrical</b>							
	Demolition	1	24,000.0	SF	0.35	27,500.00	
	Service Upgrade	1	1.0	LS	135,000.00	135,000.00	
	Power & Lighting	1	24,000.0	SF	15.50	372,000.00	
	Miscellaneous	1	24,000.0	SF	1.37	32,930.00	
	<b>Subtotal Cost</b>						<b>567,430.00</b>
<b>Division 27 - Communications</b>							
	Low Voltage Data Systems	1	24,000.0	SF	2.48	59,400.00	
	<b>Subtotal Cost</b>						<b>59,400.00</b>
<b>Division 28 - Electronic Safety &amp; Security</b>							
	Fire Alarm Upgrade	1	24,000.0	SF	2.48	59,520.00	
	<b>Subtotal Cost</b>						<b>59,520.00</b>
<b>Division 31 - Earthwork</b>							
	Exca						
	Excavate for South Wing Stair	1	320	SF	2.00	640.00	
	Excavate for Exit Discharge Depressions	2	225	SF	2.00	900.00	
	Backfilling						
	Backfilling for South Wing Stair		Above				
	Backfilling for Exit Discharge Depressions		Above				
	<b>Subtotal Cost</b>						<b>1,540.00</b>
<b>Division 32 - Exterior Improvements</b>							
	Landscaping						
	Lawn Repairs	1	1.0	LS	1,800.00	1,800.00	

**BUSINESS AFFAIRS AND HUMAN RESOURCES  
OCTOBER 20, 2016**

**ATTACHMENT 3**

**Spalding Hall Upgrade - Schematic Design Probable Cost**

8/25/2016

Column1	Description	Count	Quantity	Units	Cost/Unit	Subtotal	Total Base Bid
	<b>Subtotal Cost</b>						<b>1,800.00</b>
<b>Division 33 - Utilities</b>							
	<b>SUBTOTAL OF ABOVE COST</b>						<b>2,704,177.73</b>
<b>Division 1 - General Conditions</b>							
	Safety Inspections		15.0	Mths	150.00	2,250.00	
	Superintendent		15.0	Mths	5,500.00	82,500.00	
	Pickup		15.0	Mths	750.00	11,250.00	
	Fuel		15.0	Mths	200.00	3,000.00	
	Traffic Control + Fees		15.0	Mths	200.00	3,000.00	
	Job Photos		0.0	LS	800.00	0.00	
	Reproductions / Prints		1.0	LS	1,200.00	1,200.00	
	Survey / Layout		NA				
	Quality Control Testing		1.0	LS	4,000.00	4,000.00	
	Weather Protection		1.0	LS	5,000.00	5,000.00	
	Temporary Power / Distribution		1.0	Mths	500.00	500.00	
	Job-Site Phone		NA				
	Job-Site Supplies		15.0	Mths	50.00	750.00	
	Job-Site Trailer		NA				
	Portable Toilet		8.0	Mths	200.00	1,600.00	
	First Aid		1.0	LS	200.00	200.00	
	Temporary Construction		1.0	LS	8,000.00	8,000.00	
	Temporary Fences		8.0	Mths	800.00	6,400.00	
	Misc. Cleanup / Maintenance		15.0	Mths	500.00	7,500.00	
	Final Cleaning		1.0	LS	2,000.00	2,000.00	
	Dumpster		4.0	Mths	500.00	2,000.00	
	Punch List Closeout		1.0	LS	1,200.00	1,200.00	
	O&M Manuals		1.0	LS	1,200.00	1,200.00	
	<b>Subtotal Cost</b>						<b>143,550.00</b>
	<b>Section Contingency</b>		3.0%		2,704,177.73	81,125.33	81,125.33
							<b>224,675.33</b>
							7.16%
	<b>SUBTOTAL OF ABOVE COST</b>						<b>2,847,727.73</b>
	Design Contingency		0.00%		0.00		
	Builders Risk Insurance		0.25	Per \$100	28,477.28		7,119.32
	Liability Insurance		0.29	Per \$100	28,477.28		8,258.41
	<b>Subtotal Cost</b>						<b>2,863,105.46</b>
	Bonding 1		2.50%	100,000.00	2,500.00		
	Bonding 2		1.50%	2,747,727.73	41,215.92		
	<b>Total Bonding</b>						43,715.92
	<b>Subtotal Cost</b>						<b>2,906,821.38</b>
	Overhead and Profit		8.00%	2,906,821.38	232,545.71	3,139,367.09	
	Contingency / Market Volatility		0.00%	3,139,367.09	0.00	3,139,367.09	
	Inflation		0.00%	3,139,367.09	0.00	3,139,367.09	
	<b>GRAND TOTAL PROJECTED COST</b>						<b>3,139,367.09</b>
	<b>Target Budget</b>						<b>3,134,670.00</b>
	Balance						<b>(4,697.09)</b>

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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 20, 2016**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>BOARD POLICY III.L. CONTINUING EDUCATION AND CREDIT FOR PRIOR EXPERIENTIAL LEARNING – FIRST READING</b>	Motion to Approve
<b>2</b>	<b>BOARD POLICY III.Z. PLANNING AND DELIVERY OF POSTSECONDARY PROGRAMS AND COURSES – FIRST READING</b>	Motion to Approve
<b>3</b>	<b>BOARD POLICY III.O. COURSE PLACEMENT– SECOND READING</b>	Motion to Approve
<b>4</b>	<b>DUAL CREDIT RECOMMENDATIONS</b>	Information Item

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**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 20, 2016**

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**SUBJECT**

Board Policy III.L, Continuing Education and Credit for Prior Learning – First Reading

**REFERENCE**

June 2013            The Board received recommendation from the Educational Attainment Task Force including recommendations for a statewide portfolio approval process for credit for prior learning.

December 2013    The Board approved changes to Board Policy III.L.

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.L, Continuing Education and Credit for Prior Learning

**BACKGROUND/DISCUSSION**

The Idaho State Board of Education (Board) has been committed to providing Idahoans the opportunity to earn post-secondary credit(s) through the demonstration of knowledge. This process is generally called the assessment of prior learning, or prior learning assessment (PLA). PLAs provide a bridge for student learning acquired outside the traditional college setting. Prior learning should be evaluated upon the student's request and be eligible for credit through a PLA if it is demonstrated by successfully passing an appropriately rigorous assessment.

Research shows that students who earn credit through PLAs are more likely to persist, take more courses over a longer period of time, and graduate with credentials and degrees. For these reasons, PLAs are essential to achieving the State Board's goal that 60% of 25-34 year olds hold a certificate or degree by 2020.

At the June 2013 Board meeting the Workforce Development Council's Educational Attainment Task Force made three recommendations to the Board for reaching the Board's educational attainment goal. One of these recommendations was that the Board establish a statewide portfolio approval process for awarding credits based on prior learning and experience. The recommendation was forwarded to Board staff for further development.

In early 2014, the Board contracted with the Council for Adult and Experiential Learning (CAEL) to work with its institutions to strengthen the awareness of PLA on the campuses, determine the scope and nature of PLA services best suited to each institution, and identify opportunities for partnerships between and among institutions. As a national leader in the promotion of adult and experiential learning, CAEL was and remains well positioned to assist our institutions. Their final report is available upon request to the Board office.



**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 20, 2016**

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In its final report, CAEL acknowledged that over the course of the project:

“several institutions made specific changes that expanded PLA options for students: the provision of reliable challenge exams for high volume departments; intentional partnerships between academic affairs and student services to smooth the PLA path for students; the revision of portfolio development courses tailored to academic departments; proactive communications and marketing tools to inform students about PLA; a focus on implementing PLA for specific populations such as veterans and programs such as health care; and improving the quality and consistent use of course learning outcomes to guide assessment.”

The final report also noted disparateness in PLA efforts across the state noting that among institutions there is:

“a considerable range of approaches to PLA, including different credit limits and multiple ways that students could use PLA to accelerate their path to degree completion.... [Institutions] revealed different interpretations of accreditation guidelines as well as incomplete information about the nature of PLA methods; they expressed interest in pursuing additional information about lesser known methods...to determine the potential for these methods on their campuses.... [I]nstitutions discussed the challenges of transferability of PLA and the advantages of moving toward clearer articulation agreements and curriculum crosswalks.”

The proposed changes to policy aim to provide a solid floor for Board expectations regarding the use of PLAs and granting of credit for prior learning in Idaho.

**IMPACT**

The proposed amendments to Board Policy III.L will establish modernized expectations for how and when PLAs are to be administered and when credit may be awarded.

**ATTACHMENTS**

Attachment 1 – Board Policy III.L – First Reading	Page 5
Attachment 2 – CAEL’s Final Report	Page 11

**STAFF COMMENTS AND RECOMMENDATIONS**

The use of PLAs and granting of credit is critical to achieving the Board’s 60% Goal. Current PLA efforts on the campuses are insufficiently employed by students or aspiring students. As a result, these opportunities are not marketed heavily which further leads to less usage. The proposed changes aim to stop this devolution of PLA use and create a new set of modern expectations for the usage of PLA and granting of credit.

Board staff recommends approval.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 20, 2016**

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**BOARD ACTION**

I move to approve the first reading of amendments to Board Policy III.L, Continuing Education and Credit for Prior Learning as provided in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

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**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 20, 2016**

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**Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**SUBSECTION: L. Continuing Education and Credit for Prior Experiential Learning**

December 2016 December 2013

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The purpose of this policy is to ensure access and opportunities for citizens to continue their education regardless of location, age, and job responsibilities. Colleges and Universities are charged with providing the Continuing Education Programs that address such needs. ~~Subsection L. shall apply~~ This policy applies to the University of Idaho, Boise State University, Idaho State University, Lewis-State Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). Additionally, this policy establishes the foundation by which institutions shall provide students with opportunities to demonstrate competencies acquired through life experience by developing options for credit for prior learning.

1. Definitions

a. Continuing Education: ~~shall include~~ Educational activities that extend postsecondary opportunities beyond ~~an institution's~~ the traditional campus experience and beyond traditional students, through both credit and noncredit programs. The general purpose ~~of continuing education~~ is to provide access to degree programs for citizens who are place-bound and or working full-time; workforce training; certification programs; and professional development opportunities to enhance lifelong learning, personal development and cultural enrichment of the individual and community.

b. Prior Learning Assessment (PLA): A set of well established, researched, and validated methods for assessing learning. Allows students to demonstrate knowledge, competencies and skills and habits of mind in a particular field and have that learning evaluated for college credit by appropriate faculty. The following is an approved list of PLAs in Idaho:

i. Standardized tests, including but not limited to:

- a) College Level Examination Program (CLEP)
- b) DANTES Subject Standardized Test
- c) UExcel
- d) Advanced Placement (AP)
- e) International Baccalaureate (IB)
- f) Scholastic Aptitude Test (SAT)
- g) American College Testing (ACT)

ii. Credit recommenders, including but not limited to:

- a) American Council on Education (ACE)

iii. Faculty developed assessments, including but not limited to:

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 20, 2016**

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- a) Technical Competency Credit
- b) Course specific challenge exams
- c) Locally-evaluated industry and workplace education/training programs
- d) Portfolio

c. Credit for Prior **Experiential** Learning (CPEL): Credit earned as a result of the following PLAs:

- 1) Course specific challenge exams
- 2) Portfolio

~~b. shall include demonstration of learning outcomes for knowledge acquired from work and life experiences, independent reading and study, various tests like Advanced Placement (AP) and the College Level Examination (CLEP), and/or approved military education or experience~~

~~ii. Prior and College Level Examination Program DANTES Subject Standardize Test Advanced Placement~~

## 2. Minimum Standards

### a. Continuing Education Activities

- i. Institutions ~~are charged with providing~~must provide continuing education programs that are ~~conducive~~aligned with their mission and the needs of their service region(s) which is defined in Board Policy III.Z.
- ii. All continuing education activities must be accountable to and monitored by the appropriate undergraduate or graduate organization of the institution (i.e., the curriculum committee, respective administrators, graduate curriculum committee, and faculty council), and approved by the chief academic officer of the institution, or their designee, as meeting their standards.

a) All academic credit activities shall be equivalent in quality to comparable instructional courses and programs offered on the campuses of the institutions, especially with respect to:

1) The appointment, orientation, supervision, and evaluation of faculty members in the courses, programs, or activities;

2) Procedures for the approval of courses, programs, or activities;

3) The stature of the curriculum with respect to its organization, appropriateness, level, intellectual demands, instructional contact time, and out-of-class effort;

4) The admission of students, the advising process, and the evaluation of student performance in courses, programs, or activities;

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 20, 2016**

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5) The support offered by library, classroom, laboratory, and other resources; the detailed as well as general responsibility for the quality of courses, programs, and activities accepted by the appropriate academic and administrative units on the campus; and

6) The keeping of student records for such activities as admission, academic performance, and transfer credit.

b) Non-credit activities and other special programs shall abide by nationally accepted practices:

1) The granting of Continuing Education Units (C-E-U) for courses and special learning activities is guided by generally accepted norms; based on institutional mission and policy; consistent across the institution, wherever offered and however delivered; appropriate to the objectives of the course; and determined by student achievement of identified learning outcomes.

2) The institution maintains records which describe the number of courses and nature of learning provided through noncredit instruction.

b. The Administration of Credit for Prior Learning Assessments

i. Prior learning should be evaluated upon a student's request and be eligible for credit through a PLA if it is demonstrated by successfully passing an appropriately rigorous assessment. CPEL is only awardable to enrolled students.

ii. The definitions outlined and recommended in section 1, above, shall apply statewide.

iii. Institutions are responsible for determining how best to implement PLAs within the context of its mission, culture, student needs and academic programs.

iv. The Institutions shall ensure students have access to the most appropriate and current prior learning assessment methods.

v. Each institution shall (a) assign oversight of PLAs to its highest ranking Academic Officer or his/her designee and (b) designate at least one liaison (person or place) to serve as a PLA resource for faculty, administrators, staff and students.

vi. Idaho's PLA infrastructure shall ensure maximum transferability of CPEL among the institutions.

vii. Institutions shall ensure information technology systems can consistently record and track PLA data, as well as enable accurate reporting.

viii. When appropriate and with approval from the faculty on campus, PLAs shall be made available for approved programs in a consistent, transferable and comparable manner.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 20, 2016**

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- ix. Institutions shall provide professional development for those faculty members, administrators, and staff working with PLA students to assure high quality, transparency, and consistency in evaluating and awarding CPEL.
- x. Fees charged to students for the administration of PLAs must be based on and reflect the operational costs of administering a PLA. Assessment fees may not be based on the number of credits awarded.
- xi. Institutions shall integrate the review of institutional PLA practices into existing curricular review cycles and NWCCU Accreditation reviews to maintain their currency and relevance.
  - ~~i. All credit for prior learning must be guided by approved institutional policies and procedures. These policies and procedures must include the awarding of credit for education, training or service completed by an individual as a member of the armed forces or reserves as outlined in Section 33-3727 Idaho Code. Institutions shall make no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process. Institutional policies and procedures shall maintain the following minimum standards:~~
  - ~~ii. Credits shall be awarded only at the undergraduate level to enrolled students.~~
  - ~~iii. Credits shall be awarded only for documented student achievement that is equivalent to expected learning outcomes for courses within the institution's regular curricular offerings.~~
  - ~~iv. Credits shall be awarded based on the recommendation of appropriately qualified faculty.~~
  - ~~v. Credits shall be limited to a maximum of 25% of the credits required for a degree.~~
  - ~~vi. Credits shall be identified on students' transcripts as prior learning credits and may not duplicate other credit awarded to the student in fulfillment of degree requirements.~~

~~3. Service Regions and Inter-Institutional Collaboration~~

~~The Board has established primary service regions identified in Board Policy Section III.Z. for the college and universities and professional technical education based on the geography of the state. Service regions of North Idaho College, the College of Southern Idaho, and the College of Western Idaho have been established pursuant to Section 33-2101, Idaho Code. Institutional chief academic officers will develop Memorandums of Understanding to facilitate collaboration between the institutions consistent with Board Policy Section III.Z.b.ii.~~

3. Fees

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 20, 2016**

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Fees for continuing education and credit for prior [experiential](#) learning shall be assessed consistent with Board Policy Section V.R. [Such fees shall be made publicly available in a single online location.](#)



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**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**OCTOBER 20, 2016**

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To: Interested Parties (and to CAAP on Feb. 16, 2016)  
From: Christopher Mathias  
Date: January 25, 2016  
Re: PLA in Idaho and recommendations for making improvements

1 INTRODUCTION

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The Idaho State Board of Education (SBOE) is committed to providing Idahoans the opportunity to earn post-secondary credit(s) through the demonstration of knowledge. This process is generally called the assessment of prior learning, or *prior learning assessment* (PLA). PLAs provide a bridge for student learning acquired outside the traditional college setting. Research shows that students who earn credit through PLA are more likely to persist, take more courses over a longer period of time, and graduate with credentials and degrees. For these reasons, PLAs are essential to achieving the State Board's goal that 60% of 25-34 year olds hold some sort of post-secondary credential by 2020.

As this work moves through its various stages - from proposed recommendations in this white paper to decision making to program design and implementation - cost will increasingly come to bear. So a question that needs repeated asking is: *how committed are we all to providing a comprehensive, accessible, and navigable PLA infrastructure?* Equitable commitment from all parties is crucial.

This paper aims to do the following:

- Overview the recent work conducted jointly with the Council for Adult and Experiential Learning.
- Provide a comprehensive overview of structural and policy challenges facing PLA in Idaho that must be addressed prior to major statewide investment in PLA.
- Provide an informed and consensus-driven foundation for making updates to Board policy.

**2 WORKING WITH THE COUNCIL FOR ADULT AND EXPERIENTIAL LEARNING (2014-2015)**

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In early 2014, the SBOE contracted with the Council for Adult and Experiential Learning (CAEL) to work with its institutions to strengthen the awareness of PLA on the campuses, determine the scope and nature of PLA services best suited to each institution, and identify opportunities for partnerships between and among institutions. As a national leader in the promotion of adult and experiential learning, CAEL was and remains well positioned to assist our institutions. Their final report is available upon request to the SBOE Office.

In its final report, CAEL acknowledged that over the course of the project:

“several institutions made specific changes that expanded PLA options for students: the provision of reliable challenge exams for high volume departments; intentional partnerships between academic affairs and student services to smooth the PLA path for students; the revision of portfolio development courses tailored to academic departments; proactive communications and marketing tools to inform students about PLA; a focus on

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 20, 2016**

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implementing PLA for specific populations such as veterans and programs such as health care; and improving the quality and consistent use of course learning outcomes to guide assessment.”

The final report also noted disparateness in PLA efforts across the state noting that among institutions there is:

“a considerable range of approaches to PLA, including different credit limits and multiple ways that students could use PLA to accelerate their path to degree completion.... [Institutions] revealed different interpretations of accreditation guidelines as well as incomplete information about the nature of PLA methods; they expressed interest in pursuing additional information about lesser known methods...to determine the potential for these methods on their campuses.... [I]nstitutions discussed the challenges of transferability of PLA and the advantages of moving toward clearer articulation agreements and curriculum crosswalks.”

CAEL also observed that during the course of the project, about half the institutions were engaged in “active inquiry with CAEL to pursue goals that were both realistic and linked to measurable change.” While “the remaining institutions were passive participants in the project” some “institutions [a]re ready to steadily move forward” while others are “still deliberating the role of PLA on their campuses.”

While the final report provides an objective view of PLA in Idaho, it also provides some important information upon which to build a pathway forward. The report notes the agreement across institutions and the need to work towards the following:

1. Create a common language and definitions for PLAs to strengthen transferability of PLA credit and sustain quality assurance efforts across institutions.
2. Develop a statewide portfolio network.
3. Make transparent those standardized tests commonly used and their respective cut scores.
4. Create a transparent fee structure for PLA services that enables reasonable consistency while responding to differences among institutional PLA programs.

Similarly, meeting notes taken by Board Staff revealed:

5. The need to ensure our PLA infrastructure is simple to access, understand, navigate and administer.
6. The importance of clear and consistent marketing and messaging.
7. The importance of transferability and collaboration across campuses.
8. The value of tying PLA to multiple sets of circumstances and completion pathways.

### **3 CURRENT POLICIES REGARDING PLA**

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An understanding of PLA in Idaho is contingent on awareness of the multiple policies and laws that govern its administration. Such an understanding is hereby provided.

Board Policy III.L.1.b defines *credit for prior learning* as a “demonstration of learning outcomes for knowledge acquired from work and life experiences, independent reading

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 20, 2016**

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and study, various tests like Advanced Placement (AP) and the College Level Examination (CLEP), and/or approved military education or experiences.”

The purpose of the policy is, in part, to establish “the foundation by which institutions...provide students with opportunities to demonstrate competencies acquired through life experience by developing options for credit for prior learning.”

Section 2.b (Credit for Prior Learning) reads in its entirety:

All credit for prior learning must be guided by approved institutional policies and procedures. These policies and procedures must include the awarding of credit for education, training or service completed by an individual as a member of the armed forces or reserves as outlined in Section 33-3727 Idaho Code. Institutions shall make no assurances regarding the number of credits to be awarded prior to the completion of the institution’s review process. Institutional policies and procedures shall maintain the following minimum standards:

- i. Credits shall be awarded only at the undergraduate level to enrolled students.
- ii. Credits shall be awarded only for documented student achievement that is equivalent to expected learning outcomes for courses within the institution’s regular curricular offerings.
- iii. Credits shall be awarded based on the recommendation of appropriately qualified faculty.
- iv. Credits shall be limited to a maximum of 25% of the credits required for a degree.
- v. Credits shall be identified on students’ transcripts as prior learning credits and may not duplicate other credit awarded to the student in fulfillment of degree requirements.

This language strictly adheres to the Northwest Commission on Colleges and Universities (NWCCU) standard 2.C.7 which reads:

“Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution’s regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students’ transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution’s review process.”

Additionally, Idaho Code Section 33-3727 reads, in pertinent part:

The State Board of Education...shall develop policies relating to the award of academic credit for education, training or service completed by an individual

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 20, 2016**

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as a member of the armed forces or reserves of the United States, the national guard of any state, the military reserves of any state or the naval militia of any state, where such education, training or service is determined to satisfy such established policies.

In sum, state and Board policy makes clear that PLA is an important tool for promoting educational attainment. However, aside from a clear requirement to craft PLA policies related to military training, the policies do not clearly require Idaho's public post-secondary institutions to offer or implement PLA generally and, perhaps more importantly, do not provide a foundation for administering PLA that is subject to a cycle of continuous improvement.

#### **4 CONCEPTS AND DEFINITIONS**

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The concepts and definitions that underlie the administration of PLA are not fully encompassed in relevant policies. As the understanding of effective PLA has matured, so to have the concepts that guide its administration. Indeed, "credit for prior learning" is the end while PLA is the means, and Board Policy is largely silent on the means (this must change). This section aims to provide baseline definitions moving forward.

As discussed above, the State Board defines *credit for prior learning (CPL)* as a "demonstration of learning outcomes for knowledge acquired from work and life experiences, independent reading and study...." It is slightly confusing to equate credits (the end) with a demonstration (the means) when in fact it is the demonstration that results in credits. Thus, moving forward, a simpler and more accurate definition of CPL might simply be: credits earned via PLAs.

**PLAs** - a set of well-established, researched, and validated methods for assessing learning for college credit - allow students to demonstrate knowledge, competencies, skills and habits of mind in a particular field and have that learning evaluated for college credit by appropriate faculty.

Some states - neighboring [Montana, for example](#) - officially recognize two broad categories of prior learning evaluated through PLA. **Instructional-based prior learning (IBPL)** is learning that took place in a classroom but not within a two or four year institution. IBPL is commonly assessed, for example, using Advanced Placement (AP) tests and American Council on Education (ACE) credit recommendation. **Experiential-based prior learning (EBPL)** occurred outside of a traditional classroom. EBPL is commonly assessed, for example, using CLEP tests, challenge exams, or portfolio assessment reviews. Idaho should consider adopting this bi-furcated approach.

The following might serve as an exhaustive list of PLAs in Idaho:

1. Standardized tests, including:
  - a. CLEP
  - b. DSST
  - c. UExcel
  - d. AP
  - e. IB

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 20, 2016**

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- f. SAT/ACT
- 2. Credit recommenders, including:
  - a. American Council on Education (ACE)
  - b. National College Credit Recommendation Service (NCCRS)
- 3. Faculty developed assessments, including:
  - a. Technical Competency Credit
  - b. Course specific challenge exams
  - c. Locally-Evaluated Industry and Workplace Education/Training Programs
  - d. Portfolio (Each institution's portfolio PLA shall exist within an statewide portfolio network)

This paper makes repeated use of the term ***statewide portfolio network*** (SPN). An SPN specific to Idaho must possess the following characteristics:

- a. CPL earned via the SPN are applicable only to particular academic and technical programs.
- b. Once CPL derives from the SPN, those credits shall be automatically transferable to Idaho's other public post-secondary institutions under circumstances to be prescribed later.
- c. Faculty who conduct PLAs in a SPN must maintain proper training.

## **5 OUTSIDE PERSPECTIVES**

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The Legislature, State Board of Education, and Idaho's public post-secondary institutions are not the only entities with an interest in the administration of PLAs in Idaho. An increasing number of entities have taken a heightened interest in PLA; what follows are two examples.

During the 2014 Legislative session, both houses adopted House Concurrent Resolution 53 which directed members of the State Board, and the *Departments of Commerce and Labor* to convene a working group to develop a robust plan including proposed measures and benchmarks to strengthen the ties between our public education systems and Idaho's business and industry. The working group made eight recommendations first of which was to "create a statewide portfolio approval process for awarding credits based on prior learning and experience." The establishment of such a statewide process is discussed in section 6.

To achieve the State Board's 60% Goal, the *JK and Kathryn Albertson Foundation* (the Foundation) has also discussed the need to determine the "health" of higher education institutions in Idaho in their ability to recruit, retain and graduate adult learners. The Foundation has discussed this interest with CAEL and learned there are options for gauging "health." For example, the Adult Learner Focused Inventory (ALFI) assessments provide a snapshot of how institutional team members and adult students view the institutions through the lens of the nine principles of Effectively Serving Adult Learners. As this work moves forward, it may be prudent for our institutions to conduct ALFI assessments prior to any major investments in their PLA infrastructure.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 20, 2016**

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**6 RECOMMENDATIONS**

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Idaho aims to establish a PLA infrastructure that is sustainable, navigable, and accessible with clear points of entry. For this to occur we must acknowledge that current policy has not provided a strong foundation for a sustainable and modern PLA infrastructure and additional policy guidance is necessary. At minimum, Board Policy III.L must be revised.

The following in conjunction with current policies (and appropriate changes thereto) would help provide a modernized foundation for creating a stronger PLA infrastructure in Idaho.

The statewide PLA advisory group recommends the adoption of the following basic principles into all relevant policy:

1. Prior learning should be evaluated upon a student's request and be eligible for credit through a PLA if it is demonstrated by successfully passing an appropriately rigorous assessment.
2. The definitions outlined and recommended in section 4, above, shall apply statewide.
3. Institutions are responsible for determining how best to implement PLAs within the context of its mission, culture, student needs and academic programs.
4. While the Institutions shall maintain the efficacy of this policy, as well as assuring students have access to the most appropriate and modern prior learning assessment methods, the State Board of Education shall oversee this policy and its administration.
5. Each institution shall (a) assign oversight of PLAs to its highest ranking Academic Officer or his/her designee and (b) designate at least one liaison (person or place) to serve as a PLA resource for faculty, administrators, staff and students.
6. Institutions reserve the right to award credit for prior learning beyond the 25% cap when they deem it academically appropriate for exceptional students, particularly in PTE programs; CPL earned through the assessment of IBPL is excluded from the 25% cap.
7. Idaho's PLA infrastructure shall ensure maximum transferability of CPL among the institutions as today's students are extremely mobile. To this end, once recorded on a transcript from an Idaho public post-secondary institution, CPL shall be viewed as if the credit had been earned through a regular in-class assessment at the awarding institution; CPL must be clearly noted if it applies to the 25% cap but need not be if it does not apply.
8. Institutions shall ensure information technology systems can consistently record and track PLA data, as well as enable accurate reporting.
9. When appropriate and with approval from the faculty on campus, PLAs shall be made available for approved programs in a consistent, transferable and comparable manner.
10. Institutions shall provide professional development for those faculty members, administrators, and staff working with PLA students to assure high quality, transparency, and consistency in evaluating and awarding CPL.
11. Fees charged to students for the administration of PLAs must be based on and reflect the operational costs of administering a PLA. Fees may not be based on the number of credits awarded.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS  
OCTOBER 20, 2016**

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12. Institutions shall integrate the review of institutional PLA practices into existing curricular review cycles and NWCCU Accreditation reviews to maintain their currency and relevance.

## **7 NEXT STEPS**

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This paper contains a series of recommendations and observations about what *should* be done in Idaho regarding PLA. What it does not do is delineate in any detail *how* that work should be done. Thus, it is recommended that the Council on Academic Affairs and Programs (CAAP) take the lead on conceptualizing and implementing all necessary aspects of these recommendations, including but not limited to:

1. The development of a *statewide portfolio network*.
2. The identification of those cut scores for commonly used standardized tests in which there is uniformity across campuses, and making the results transparent.
3. Making more transparent a fee structure for PLA services that enables reasonable consistency while responding to differences among institutional PLA programs.

Board staff will work with CAAP on proposing appropriate changes to Board Policy III.L. Those changes will provide a strong foundation for all other PLA work. Once this policy is updated, the institutions will have a stronger basis for making the necessary changes to their policies and practices.



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**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 20, 2016**

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**SUBJECT**

Proposed Amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses – First Reading

**REFERENCE**

April 2011	Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs to include the inclusion of statewide program responsibilities into policy.
June 2011	Board approved the second reading of the proposed amendments to Board Policy III.Z. Planning and Delivery of Academic Programs and Courses as amended.
June 19, 2013	The Board was presented with proposed corrections to institutions' statewide program responsibilities.
August 15, 2013	The Board approved the first reading of the proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses to include updating institutions statewide responsibilities.
December 2013	The Board approved the second reading of Board Policy III.Z.
June 18, 2015	The Board approved the first reading of Board Policy III.Z.
August 13, 2015	The Board approved the second reading of Board Policy III.Z.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies and Procedures, Section III.Z, Planning and Delivery of Postsecondary Programs and Courses.  
Section 33-113, Idaho Code, Limits of Instruction.

**BACKGROUND/DISCUSSION**

Board Policy III.Z, provides “the purpose of the policy is to ensure Idaho’s public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses, and collaboration and coordination.” On February 4, 2016, the Board’s Instruction, Research, and Student Affairs (IRSA) charged the Council on Academic Affairs and Programs (CAAP) to review Board Policy III.Z to determine if any amendments were necessary to the statewide program responsibilities section of policy. CAAP identified that several program names and degree titles needed to be updated within the Statewide Program Responsibility chart in Board Policy III.Z. CAAP also discussed the provision under subsection 2.b.i, which provides that the Board reviews the statewide program list for alignment every two years. CAAP and Board staff determined that the term “alignment” was not clear and

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 20, 2016**

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recommended an amendment to clarify that the statewide program responsibilities list will be “updated” by the Board every two years.

**IMPACT**

Proposed amendments to Board Policy III.Z will bring program names and degree titles up-to-date and ensure such updates occur on a regular basis. The proposed amendments will also clarify the expectations of the Universities regarding the delivery of statewide program responsibilities.

**ATTACHMENTS**

Attachment 1 – Proposed Amendments to Board Policy III.Z  
Planning and Delivery of Postsecondary Programs and Courses

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

Current Board Policy requires the “statewide program list shall be reviewed for alignment by the Board every two years.” After close consultation between Board Staff, the institutions and IRSA members, it became clear that such alignment was a vague and infeasible activity, which explains why it has never occurred. The proposed language provides clarity and actionable guidance. Proposed amendments add the term “when necessary” regarding the delivery of statewide program responsibility programs. This term is vague and will need to be further defined prior to second reading.

Board staff and CAAP recommend approval as presented.

**BOARD ACTION**

I move to approve the first reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**Idaho State Board of Education**

**GOVERNING POLICIES AND PROCEDURES**

**SECTION: III. POSTSECONDARY AFFAIRS**

**Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses**

[December 2016 August 2015](#)

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The purpose of this policy is to ensure Idaho’s public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses (hereinafter referred to collectively as “programs”), and collaboration and coordination. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-State Clark College, Eastern Idaho Technical College, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter “institutions”). The State Board of Education (the Board) aims to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

This policy requires the preparation and submission of academic plans to advise and inform the Board in its planning and coordination of educational programs in a manner that enhances access to quality programs, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources. As part of this process, the Board hereby identifies and reinforces the responsibilities of the institutions governed by the Board to deliver Statewide Programs. The provisions set forth herein serve as fundamental principles underlying the planning and delivery of programs pursuant to each institution’s assigned Statewide and Service Region Program Responsibilities. These provisions also require collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

This policy is applicable to campus-based face-to-face programs, including those that use technology to facilitate and/or supplement a physical classroom experience. It also applies to hybrid and blended programs where a substantial portion of the content is delivered on-line and typically has reduced seat time.

**1. Definitions**

- a. Designated Institution shall mean an institution whose main campus is located in a service region as identified in subsection 2.b.ii.1) and 2) below.
  - i. For purposes of this policy, with respect to academic programs, Designated Institutions and Partnering Institutions shall include only the University of Idaho, Idaho State University, Boise State University, and Lewis- Clark State College and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.1).
  - ii. For purposes of this policy, with respect to career technical programs, Designated Institutions and Partnering Institutions shall include only the College of Southern Idaho, College of Western Idaho, North Idaho College,

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS**  
**OCTOBER 20, 2016**

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Eastern Idaho Technical College, Lewis-Clark State College, and Idaho State University and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.2).

- b. A memorandum of understanding (MOU) is an agreement between two or more institutions offering programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each Institution's Plan.
- c. Partnering Institution shall mean either (i) an institution whose main campus is located outside of a Designated Institution's identified service region but which, pursuant to a Memorandum of Understanding, offers Regional Programs in the Designated Institution's primary service region, or (ii) an institution not assigned a Statewide Program Responsibility which, pursuant to a Memorandum of Understanding with the institution assigned the Statewide Program Responsibility, offers and delivers a statewide educational program.
- d. Service Region Program shall mean an educational program identified by the Board to be delivered by a Designated Institution within its respective service region that meets regional educational and workforce needs.
- e. Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in subsection 2.b.ii.1) and 2) below. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.
- f. Statewide Program shall mean an educational program identified by the Board to be delivered by a particular institution which meets statewide educational and workforce needs. Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, College of Southern Idaho, and College of Western Idaho do not have Statewide Program Responsibilities.
- g. Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.

2. Planning and Delivery Process and Requirements

- a. Planning
  - i. Five-Year Plan

The Board staff shall, using the Institution Plans submitted, create and maintain a rolling five (5) year academic plan (Five-Year Plan) which includes

all current and proposed institution programs. The Five-Year Plan shall be approved by the Board annually at its August Board meeting.

ii. Institution Plan

Each institution shall, in accordance with a template to be developed by the Board's Chief Academic Officer, create and submit to Board staff a rolling five (5) year academic plan, to be updated annually, that describes all current and proposed programs and services to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities (the Institution Plan). Institution Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.

1) Statewide Programs

Institutions assigned a Statewide Program Responsibility shall plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program Responsibility shall include in its Institution Plan all currently offered and proposed programs necessary to respond to the workforce and educational needs of the state relating to such Statewide Program Responsibilities. Each Institution Plan shall include the following information for proposed Statewide programs:

- a) A description of the Statewide Programs to be delivered throughout the state and the anticipated resources to be employed.
- b) A description of the Statewide Programs to be offered by a Designated or Partnering Institution.
- c) A summary of the Memoranda of Understanding (MOU's), if any, to be entered into with Partnering Institutions pursuant to Subsection 2.b.iii. below.

2) Service Region Programs

It is the responsibility of the Designated Institution to plan for and determine the best means to deliver Service Region Programs that respond to the educational and workforce needs of its service region. If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions with Statewide Program Responsibilities if applicable) located outside of the service region to deliver the program in the service region. The Institution Plan developed by a Designated Institution shall include the following:

- a) A description of the proposed academic programs to be delivered in

the service region, or outside of the service region, by the Designated Institution and the anticipated resources to be employed.

- b) A description of proposed programs to be offered in the service region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.
  - c) A description of proposed Statewide Programs to be offered in the service region by an institution with Statewide Program Responsibilities, or by the Designated Institution in coordination with the institution holding the Statewide Program Responsibility.
  - d) A summary of proposed MOU's, if any, to be entered into between the Designated Institution and any Partnering Institutions in accordance with Subsection 2.b.iii. below.
- 3) Institution Plan Updates

Institution Plans shall be updated and submitted to Board staff annually as follows:

- a) Preliminary Institution Plans shall be developed according to a template provided by the Board's Chief Academic Officer and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination annually in April.
- b) Following review by CAAP, Institution Plans shall be submitted to Board staff. Upon submission of the Institution Plans to Board staff, the Board's Chief Academic Officer shall review the Institution Plans for the purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.
- c) In the event the Board's Chief Academic Officer recommends material changes, he/she shall work with the institutions and then submit those recommendations to CAAP for discussion prior to submission to the Board for inclusion in the Five-Year Plan.
- d) The Board's Chief Academic Officer shall then provide their recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. The Board shall approve the Institution Plans annually through the Five-Year Plan submitted by Board staff. Board approval of Institution Plans acts as a roadmap for institutional planning and does not constitute Board approval of a program. Institutions are still required to follow the standard program approval process as identified in Board Policy Section III.G to gain program approval.



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 20, 2016**

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b. Delivery of Programs

i. Statewide Program Delivery

The Board has established statewide program responsibilities for the following institutions. This statewide program list shall be ~~reviewed for alignment~~updated by the Board every two years.

Boise State University ~~shall have responsibility to~~must assess the need for and, when necessary, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Public Policy <del>and Administration</del> <del>Public Administration</del>	M.S., Ph.D. <del>Ph.D.</del>
Community & Regional Planning	M.C.R.P., Ph.D.
Social Work (Region V-VI —shared with ISU)	M.S.W.
Social Work	Ph.D.

Idaho State University ~~shall have responsibility to~~must assess the need for and, when necessary, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Audiology	Au.D., Ph.D.
Physical Therapy	D.P.T., Ph.D.
Occupational Therapy	M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Region III shared w/ BSU)	M.S., D.N.P.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
<del>Educational Sign Language</del> Interpreting	B.S.
Health Education	M.H.E.
Public Health	M.P.H.
Health Physics	B.S., M.S., Ph.D.
Dental Hygiene	B.S., M.S.
Medical Lab Science	B.S., M.S.
Clinical Psychology	Ph.D.

University of Idaho ~~shall have responsibility to~~must assess the need for and, when necessary, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Law	J.D.
Architecture	B.S. Arch., M. Arch.
Integrated Architecture & Design	M.S.
Landscape Architecture	B.S.L.A., M.L.A.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
OCTOBER 20, 2016**

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Interior Design	B.I.D., M.S.
Animal & Veterinary Science	B.S.A.V.S.
Animal Science	M.S.
Veterinary Science	D.V.M.
Plant Science	M.S., Ph.D.
Agricultural Economics	B.S.Aq.Econ.
Applied Economics (Agricultural)	M.S.
Food Science	B.S.F.S., M.S., Ph.D.
<a href="#">Forest Resources Forestry</a>	B.S. <a href="#">For.Res.Forestry</a>
Renewable Materials	B.S.Renew.Mat.
Wildlife Resources	B.S.Wildl.Res.
Fishery Resources	B.S.Fish.Res.
Natural Resource Conservation	B.S.Nat.Resc.Consv.
Rangeland Ecology & Management	B.S.Rangeland.Ecol.Mgmt.
Fire Ecology & Management	B.S.Fire.Ecol.Mgt.
Natural Resource concentrations in: <ul style="list-style-type: none"> <li>• <a href="#">Forest Resources Forestry</a></li> <li>• Renewable Materials</li> <li>• Wildlife Resources</li> <li>• Fishery Resources</li> <li>• Natural Resource Conservation</li> <li>• Rangeland Ecology &amp; Management</li> <li>• Fire Ecology &amp; Management</li> </ul>	M.S., M.N.R., Ph.D.

ii. Service Region Program Delivery

The Board has established service regions for the institutions based on the six geographic areas identified in Section 33-2101, Idaho Code. A Designated Institution shall have the Service Region Program Responsibility to assess and ensure the delivery of all educational programs and services necessary to meet the educational and workforce needs within its assigned service region.

1) Academic Service Regions

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. Lewis-Clark State College and the University of Idaho are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region III shall include the area within Area No.3 under Section 33-

2101, Idaho Code. Boise State University is the Designated Institution serving undergraduate and graduate education needs.

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate needs; with the exception that Boise State University will meet undergraduate and graduate business program needs.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate education needs.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate education needs.

## 2) Career Technical Service Regions

Postsecondary career technical education is delivered by six (6) institutions, each having responsibility for serving one of the six geographic areas identified in Section 33-2101.

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. North Idaho College is the Designated Institution.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. College of Western Idaho is the Designated Institution

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. College of Southern Idaho is the Designated Institution.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Eastern Idaho Technical College is the Designated Institution.

## 3) Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with Statewide Program Responsibilities) identifies a Service Region Program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated

Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Career Technical Education in the case of career technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to Board staff, in accordance with a schedule to be developed by the Board's Chief Academic Officer, the following:

- a) A study of business and workforce trends in the service region indicating anticipated, ongoing demand for the educational program to be provided.
  - b) A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long-term costs of delivery of such program.
  - c) A complete description of the program requested to be delivered, including a plan for the delivery of the program, a timeline for delivery of the program, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program syllabuses.
- 4) Designated Institution's First Right to Offer a Program

In the event the Partnering Institution has submitted the information set forth above to the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, and a need is demonstrated by the Partnering Institution for such program in the service region, as determined by the Board (or by the Administrator for the Division of Career Technical Education in the case of career technical level programs), or prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region the Designated Institution shall have a first right to offer such program.

The Designated Institution must within six (6) months (three (3) months in the case of associate level or career technical level programs) of receiving the request from a Partnering Institution to offer said program determine whether it will deliver such program on substantially the same terms (with respect to content and timing) described by the Partnering Institution. In the event the Designated Institution determines not to offer the program, the Partnering Institution may offer the program according to the terms

stated, pursuant to an MOU to be entered into with the Designated Institution. If the Partnering Institution materially changes the terms and manner in which the program is to be delivered, the Partnering Institution shall provide written notice to the Chief Academic Officer of the Designated Institution and to the Board's Chief Academic Officer of such changes and the Designated Institution shall be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.

iii. Memoranda of Understanding

When a service region is served by more than one institution, an MOU shall be developed between such institutions as provided herein and submitted to the Board's Chief Academic Officer for review and approval by the Board prior to entering into such agreements. Each MOU shall be entered into based on the following guidelines, unless otherwise approved by the Board.

If an institution with Statewide Program Responsibility has submitted the information set forth in Subsection 2.a.ii. above to a Designated Institution and Board staff in a timely manner (as determined by the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, then the Designated Institution shall identify the program in its Institution Plan and enter into an MOU with the institution with Statewide Program Responsibility in accordance with this policy. If, prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region, then upon Board approval the institution with Statewide Program Responsibility and the Designated Institution shall enter into an MOU for the delivery of such program in accordance with the provisions of this policy.

iv. Facilities

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution, the Partnering Institution's programs offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate property or facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed only upon Board approval, based on the following:

- 1) The educational and workforce needs of the local community demand a separate facility at a location other than the campus of the Designated Institution or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection 2.b.ii.1) above, and

- 2) The use or development of such facilities are not inconsistent with the Designated Institution's Plan.

Facilities rented or built by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) on, or immediately adjacent to, the "main" campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as "University Place at (name of municipality)."

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipality or metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution's students. An MOU between the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

v. Duplication of Courses

If courses necessary to complete a Statewide Program are offered by the Designated Institution, they shall be used and articulated into the Statewide Program.

vi. Program Transitions

Institutions with Statewide Program or Service Region Program Responsibilities may plan and develop the capacity to offer a program within a service region where such program is currently being offered by another institution (the Withdrawing Institution) as follows:

- 1) The institution shall identify its intent to develop the program in the next update of its Institution Plan. The institution shall demonstrate its ability to offer the program through the requirements set forth in Subsection 2.b.ii.3) above.
- 2) Except as otherwise agreed between the institutions pursuant to an MOU,

the Withdrawing Institution shall be provided a minimum three (3) year transition period to withdraw its program. If the Withdrawing Institution wishes to withdraw its program prior to the end of the three (3) year transition period, it may do so but in no event earlier than two (2) years from the date of notice (unless otherwise agreed). The Withdrawing Institution shall enter into a transition MOU with the institution that will be taking over delivery of the program that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

vii. Discontinuance of Programs

Unless otherwise agreed between the applicable institutions pursuant to an MOU, if, for any reason, (i) a Designated Institution offering programs in its service region that supports a Statewide Program of another institution, (ii) a Partnering Institution offering programs in the service region of a Designated Institution, or (iii) an institution holding a Statewide Program Responsibility offering Statewide Programs in the service region of a Designated Institution, wishes to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Service Region Program Responsibility, as appropriate, at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory councils. In such case, the institution with Statewide or Service Region Program Responsibilities shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to provide such program. In no event will the institution responsible for the delivery of a Statewide or Service Region Program be required to offer such program (except as otherwise provided herein above).

3. Existing Programs

Programs being offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the Designated Institution and the Partnering Institution, subject to the transition and notice periods and requirements set forth above.

4. Oversight and Advisory Councils

The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth herein.

5. Resolutions

All disputes relating to items addressed in this policy shall be forwarded to the Board's Chief Academic Officer for review. The Board's Chief Academic Officer shall prescribe the method for resolution. The Board's Chief Academic Officer may forward disputes to CAAP and if necessary make recommendation regarding resolution to the Board. The Board will serve as the final arbiter of all disputes.

6. Exceptions

- a. This policy is not applicable to programs for which 90% or more of all activity is required or completed online, or dual credit courses for secondary education.
- b. This policy also does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a private corporate entity (other than private entities in the business of providing educational programs and course) outside of their Service Region, the contracting institution shall notify the Designated Institutions in the Service Region and institutions with Statewide Program Responsibilities, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a Designated Institution, the Board encourages the contracting institution to include and draw upon the resources of the Designated Institution insomuch as is possible.



**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**OCTOBER 20, 2016**

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**SUBJECT**

Board Policy III.O.—Course Placement—Second Reading

**REFERENCE**

February 2014	Board Approved second reading of Board Policy III.Q. Admissions Standards.
June 2015	Board approved Repeal of Board Policy III.O. Equivalency Schedules.
October 2015	Board approved extending the waiver of Board Policy III.Q.4.c, Admissions Placement Scores until the end of the Fall 2016 semester.

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section III.Q.4.c

**BACKGROUND / DISCUSSION**

At its October 2015 meeting, the State Board of Education (Board) extended the waiver of the placement section of Board policy III.Q.4.c. for a third time. This section of policy covers placement in entry-level college courses and was waived until the end of the Fall 2016 semester to allow for the creation and adoption of new placement mechanisms, especially in the wake of the news that ACT would be discontinuing the widely used COMPASS test at the end of CY2016.

The waiver required all new placement mechanisms and processes currently under development by the institutions to be reviewed by the Chief Academic Officer and the Council on Academic Affairs and Programs (CAAP) prior to implementation.

The adoption of this policy will serve two primary purposes. First, it will allow the institutions to design and implement placement processes and mechanisms that allow them to properly place their students based on their individual needs. Second, it will serve the Board's desire to ensure each institution's placement processes and expectations are found in a single location.

No changes have been made since first reading.

**IMPACT**

Approval of the proposed amendments would create a separate section of Board Policy regarding course placement and replace the current statewide placement policy.

**ATTACHMENTS**

Attachment 1 – Board Policy Section III.O. Course Placement –  
Second Reading.

Page 3

Attachment 2 – Board Policy Section III.Q.4.c.

Page 4

**STAFF COMMENTS AND RECOMMENDATIONS**

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**OCTOBER 20, 2016**

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Given that course placement and college admissions are sufficiently separate areas of operation, CAAP recommends giving placement its own section of Board Policy. The proposed policy would create a new section of policy. CAAP recommends extracting Board Policy III.Q.4.c (currently under waiver) from III.Q and placing it in III.O. Board Policy III.Q is also in the early stage of being revised.

Currently, Board Policy III.Q.4.c sets a single placement policy for Idaho's public institutions under the Board's direct governance and the community colleges if the college's Board of Trustees does not set their own policy. A system-wide placement policy sets the postsecondary placement requirements in a single location, making it easier for potential students or parents of potential student and secondary school counselors/advisors to find and understand the requirements. While CAAP recommended eliminating a single system-wide placement policy it recognized the importance for critical placement related information to be located in a central location that is easy for students, parents, and school counselors to access.

This proposed policy was recommended for approval by CAAP at its May 26 meeting and recommended for approval by the Instruction, Research and Student Affairs (IRSA) at its July 21, 2016 meeting.

Staff recommends approval.

**BOARD ACTION**

I move to approve the second reading of the new section of Board policy III.O. Course Placement, as presented in Attachment 1 and to extend the waiver of Board Policy III.Q.4.c. placement in entry-level college courses, until such time as amendments to the policy are brought forward removing the subsection from Board Policy III.Q.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES  
SECTION: III. POSTSECONDARY AFFAIRS  
SUBSECTION: O. Course Placement**

**October 2016**

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1. Coverage

Boise State University, College of Western Idaho, College of Southern Idaho, Eastern Idaho Technical College, Idaho State University, Lewis-Clark State College, North Idaho College and University of Idaho are included in this subsection, herein referenced as “institution.”

2. Academic College and University Course Placement

- a. Each institution shall submit their academic course placement policies to the Office of the State Board of Education for publication in a single online location.
- b. Any amendments made to an institution’s academic course placement policy must immediately be submitted to the Office of the State Board of Education for updating the published policy.

**Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: Q. Admission Standards

February 2014

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4.

- c. Placement in entry-level college courses will be determined according to the following criteria.

**Placement Scores for English**

Class	ACT English Score	SAT English Score	AP Exam	COMPASS Score
English 90	<17	>200	NA	0 - 67
English 101	18-24	>450	NA	68 - 94
English 101 Credit English 102 Placement	25-30	>570	3 or 4	95 -99
Credit English 101 and English 102	>31	>700	5	

**Placement Scores for Math**

Class	ACT Math Score	SAT Math Score	COMPASS Score
Math 123 Math 127 Math 130	>19	>460	Algebra > 45
Math 143 Math 147 Math 253-254	>23	>540	Algebra >61
Math 144 Math 160	>27	>620	College Algebra >51
Math 170	>29	>650	College Algebra >51 Trigonometry >51

**NOTES:**

If a high school does not offer a required course, applicants may contact the institutional admission officer for clarification of provisional admission procedures.

High school credit counted in one (1) category (e.g., Humanities/Foreign Language) may not count in another category.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**OCTOBER 20, 2016**

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**SUBJECT**

Dual Credit Work Group Recommendations

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Policy III.Y. Advanced Opportunities.

**BACKGROUND/DISCUSSION**

At its February 2016 meeting, the State Board's Instruction, Research, and Student Affairs (IRSA) Committee asked Board staff to assemble a temporary workgroup, consisting of representative stakeholders from both the higher education and K-12 education, to bring forward a set of recommendations to make improvements to Idaho's already successful dual credit programs.

In close consultation with State Department of Education staff, the substantive focus of the work was divided into three categories: Teachers, Courses and Administrative Procedures. Each of the three groups met approximately weekly over five weeks to develop their recommendations. The recommendations were discussed among Board and Department staff, distilled down to one set of recommendations, and then returned to the workgroup members for their approval. The recommendations are an amalgam of the three subcommittees' recommendations.

The recommendations were presented to and discussed by IRSA at its July 21 and September 29 meetings. Similarly, these recommendations were presented to and discussed by CAAP at its August 25 and September 15 meetings.

Additionally, during a September 1 phone call, Board staff discussed each recommendation with the Executive Director of the National Alliance of Concurrent Enrollment Partnerships (NACEP), Adam Lowe. Mr. Lowe commended the Board for undertaking this work and considering these recommendations, which he noted do not conflict with NACEP accreditation standards and are consistent with the direction NACEP and many states are moving.

The recommendations include:

1. Providing scholarships/incentives for current high school teachers who want to take the necessary courses to be certified to teach dual credit courses.
2. For those students who take academic dual credit courses, make the General Education Matriculation (GEM) framework the focus. Defined in Board Policy III.N. General Education.
3. Requiring institutions and high schools to work jointly to identify alternatives to commercial text books, especially for GEM courses.
4. Encouraging the institutions to offer more evening, summer, and online courses/programs specific to DC credentialing.

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS**  
**OCTOBER 20, 2016**

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5. Standardizing more meaningful intake processes and orientations for both post-secondary faculty and the approved high school faculty.
6. Standardizing the site visit process by which high school DC teachers are evaluated. Include a requirement that building administrators be notified of site visits prior to the classroom visit.
7. Identifying each institution's minimum requirements for an instructor to teach DC sorted by institution and discipline, and post this information in a single location.
8. Creating a standard template regarding compensation processes and amounts for DC teachers for use by the districts and institutions.
9. Beyond orientations, providing a state sponsored one or two day statewide institute for DC instructors to learn more about guidelines, policy requirements and changes, and other relevant matters.
10. Identifying who approves applicants to teach DC courses, how applicants are approved, and post this information in a single location.
11. Gathering from the institutions their hiring practices for DC instructors and find a place to centralize this information.
12. The Board Office should lead the administration of the Dual Credit enrollment participant survey.

**IMPACT**

The adoption and implementation of these recommendations offers an opportunity to provide consistency and transparency of processes; generate greater efficiencies, particularly as it relates to the streamlining and centralization of certain administrative functions; has the potential to create greater access for many rural students; and would create more accessible pathways for current (particularly rural) high school teachers to earn the necessary credentials to teach dual credit courses in their high schools.

**ATTACHMENTS**

Attachment 1 – Dual Credit Work Group Recommendations

Page 3

**STAFF COMMENTS AND RECOMMENDATIONS**

At this time, these recommendations are being brought forward for informational purposes and discussion. It is the intention of the IRSA to bring the recommendations back for approval at the December 2016 Board meeting.

**BOARD ACTION**

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

Final Recommendations  
**2016 Dual Credit Workgroup**

## The Process

- In February 2016, the State Board's IRSA Committee requested the assemblage of a temporary work group to develop, for the full Board's consideration, recommendations for improving Idaho's already very successful Dual Credit programs.
- Subject matter focus was divided among 3 workgroups:
  - Teachers
  - Courses
  - Administrative Procedures
- February 11 – April 4: Workgroups and Board/Department staff met for an hour(ish) almost weekly via telephone.
- July 7: Final recommendations discussed in all-participant call\*

## Participants - *Teachers*

- Linda Gollberg, UI\*
- Stephen Crumrine, CWI\*
- Carol Cox, Parma High School
- Steven Millward, Grace High School
- Terri Mitton, Highland High School
- Lori Stinson, LCSC
- Mike Wiedenfeld, Kuna High School
- Selena Grace, ISU

## Participants - *Courses*

- Chelsea Rauh, ISU\*
- Marcy Hoggatt, NIC\*
- Connie Benke, Vallivue School District
- Dennis Waller, NNU
- Jennifer Caprile, IDLA
- Kandi Turley-Ames, ISU
- Ralph Bennett, Malad High School
- Scott Woolstenhulme, Bonneville School District
- Sherawn Reberry, IDLA



## Participants – *Admin. Procedures*

- Karrie Hornbacher, CSI\*
- Fabiola Juarez-Coca, BSU\*
- Adrian San Miguel, CTE
- Deb Pence, Idaho Distance Education Academy
- Jacky King, Marsing High School
- Jamie Metcalf, Bruneau Grand View High School
- Jen Thornfeldt, Fruitland School District
- Lisa Pennington, Middleton School District
- Mary Mellow, Teton School District
- Michelle Sanders, West Ada School District
- Mike Nelson, CDA School District

## Recommendations for SBOE/SDE Action

1. Provide scholarships/incentives for current high school teachers who want to take the necessary courses to be certified to teach DC courses.
2. For those students who take academic DC courses, make the GEM framework the focus.

## Recommendations for Institutional Action

3. Require institutions and high schools to work jointly to identify alternatives to commercial text books, especially for GEM courses.
4. Encourage the institutions to offer more evening, summer, and online courses/programs specific to DC credentialing.
5. Standardize more meaningful intake processes and orientations for both post-secondary faculty and the approved high school faculty.

## Institutional Action, continued

6. Standardize the site visit process by which high school DC teachers are evaluated. Include a requirement that building administrators be notified of site visits prior to the classroom visit.
7. Identify each institution's minimum requirements for an instructor to teach DC sorted by institution and discipline, and post this information in a single location.
8. Create a standard template regarding compensation processes and amounts for DC teachers for use by the districts and institutions.

## Recommendations for OSBE Action

9. Beyond orientations, consider a state sponsored one or two day statewide institute for DC instructors to learn more about guidelines, policy requirements and changes, and other relevant matters.
10. Identify who approves applicants to teach DC courses, how applicants are approved, and post this information in a single location.
11. Gather from the institutions their hiring practices for DC instructors and find a place to centralize this information.
12. The Board Office should lead the administration of the concurrent enrollment participant survey.

## Next Steps

1. Present to full Board on October 20 for general discussion
2. Return items to December Board Meeting for action by full Board.

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