STATE BOARD OF EDUCATION MEETING
April 18-19, 2018
University of Idaho
Bruce M. Pitman Center
International Ballroom
Moscow, Idaho

Wednesday, April 18, 2018, 10:00 a.m.

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

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
1. University of Idaho – Annual Progress Report

WORK SESSION (Time Certain – 10:30 am)
   BAHR
   A. Institution Processing Fees
   B. Student Tuition and Fee Rates (Academic Year 2018-2019)
      1. Lewis-Clark State College – Student Tuition & Fee Rates
      2. University of Idaho – Student Tuition & Fee Rates
      3. Boise State University – Student Tuition & Fee Rates
      4. Idaho State University – Student Tuition & Fee Rates
      5. Boise State University – Honors College Program Fee
      6. Boise State University – Senior Citizen Program Fee
   PPGA
   C. School Safety and Security
   D. Institution and Agency Strategic Plans
   IRSA
   E. Open Educational Resource Expansion

DEPARTMENT OF EDUCATION
1. Developments in K-12 Education
2. Keep Idaho Students Safe Initiative Overview

EXECUTIVE SESSION – Closed to the public
<u>Boise State University</u>
1. To go into executive session pursuant to Section 74-206(1)(c), Idaho Code, to discuss acquiring "an interest in real property which is not owned by a public agency."

2. To go into executive session pursuant to Section 74-206(1)(b), Idaho Code, "To consider hiring a public officer, employee, staff member or individual agent, wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need."

<u>University of Idaho</u>
3. To go into executive session pursuant to Section 74-206(1)(a), Idaho Code, "To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student."

Thursday April 19, 2018, 8:00 a.m.

OPEN FORUM

CONSENT AGENDA
    AUDIT
    1. Idaho State University – Intellectual Property Foundation Operating Agreement
    BAHR
    Section I
    2. Retirement Plan Updates
    BAHR
    Section II
    3. Boise State University – Property Transfer
    IRSA
    4. Programs and Changes Approved by Executive Director – Quarterly Report
    PPGA
    5. Alcohol Permits Report – President Approved
    6. State Rehabilitation Council Appointment
    7. Idaho Indian Education Committee Appointments
    SDE
    8. Boise State University – Early Childhood Education Endorsement
    9. Emergency Provisional Certification
    10. Professional Standards Commission Appointments

BUSINESS AFFAIRS & HUMAN RESOURCES
    1. Standing Committee Report
- Higher Education Task Force Recommendation Progress
- Board Policies, Section V. Financial Affairs

Section II – Finance
1. Intercollegiate Athletics - FY2017 Revenue And Expenses Reports
2. Intercollegiate Athletics - FY2017 and FY2018 Compensation Reports
3. Intercollegiate Athletics - FY2017 Gender Equity Reports
4. FY2019 Appropriations
5. FY2020 Budget Guidelines
6. FY2019 Opportunity Scholarship Educational Costs
7. Graduate Medical Education Update
8. Boise State University – Campus Master Plan Update
9. Boise State University – Real Property Acquisition
10. Idaho State University – Alumni House Proposal
11. University of Idaho – Construction Authorization – Salmon Classroom - Office Facility Project
12. University of Idaho – Disposal of Real Property – Caine
13. University of Idaho – Athletic Plan

INSTRUCTION, RESEARCH & STUDENT AFFAIRS
1. Standing Committee Report
   - Higher Education Task Force Recommendation Progress
2. Prior Learning Assessment Initiative
3. Statewide Degree Audit and Student Analytics System
4. Complete College Idaho Legislative Report
5. Idaho State University – Idaho College of Osteopathic Medicine (ICOM) – Update and Admissions Policy
6. Community College Baccalaureate Degree Programs

PLANNING, POLICY & GOVERNMENTAL AFFAIRS
2. Standing Committee Report
   - Higher Education Task Force Recommendation Progress
3. University of Idaho, Lewis-Clark State College, North Idaho College – American Indian Student Programs
4. Legislative Update
5. Board Policies I.E., V.I., V.U. – First Reading
6. Temporary Rule – IDAPA 08.01.13, Rules Governing Opportunity Scholarship Program
7. Temporary Rule – IDAPA 08.02.03, Rules Governing Thoroughness – Graduation Requirements
8. Mentor Program Standards
9. STEM School Designation Standards
10. College of Southern Idaho – Alternative Authorization to Certification

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 <u>two</u> days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to, or after the order listed.

1.   Agenda Approval

Changes or additions to the agenda

BOARD ACTION

I move to approve the agenda as posted.

2.   Minutes Approval

BOARD ACTION

I move to approve the minutes from the February 2, 2018 Special Board Meeting, February 14-15, 2018 Regular Board, March 2, 2018 Special Board meeting, March 8, 2018 Special Board Meeting, March 15, 2018 Special Board Meeting, April 2-3, 2018 Special Board Meeting, and the April 5, Special Board meeting as submitted.

3.   Rolling Calendar

BOARD ACTION

I move to set April 17-18, 2019 as the date and the University of Idaho as the location for the April 2019 regularly scheduled Board meeting.

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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

DRAFT MINUTES

STATE BOARD OF EDUCATION
February 7, 2018
Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho

A special meeting of the State Board of Education was held February 7, 2018 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 11:01 am MST. A roll call of members was taken.

Present:

Dr. Linda Clark, President   Don Soltman
Debbie Critchfield, Vice President   Richard Westerberg
Dr. David Hill, Secretary   Sherri Ybarra, State Superintendent
Emma Atchley

Absent:
Andrew Scoggin

STATE DEPARTMENT OF EDUCATION (SDE)

1. Accountability – School Quality Indicator – Student Engagement Survey

M/S (Ybarra/Atchley): I move to approve the use of the AdvancED Student Engagement Survey as the survey tool implemented in the spring of 2018 to measure school quality/student success as required by the Every Student Succeeds Act. The motion carried 7-0. Mr. Scoggin was absent from voting.

State Superintendent of Public Instruction, Ms. Sherri Ybarra introduced the item, reminding members the Board was presented surveys from Panorama Education and AdvancED, along with stakeholder feedback received to date, at the December 2017 Board meeting where the Board requested more information and feedback before making a final decision. Superintendent Ybarra then states that in order to implement the student survey in spring 2018 for use in the accountability system, the Board must make a final selection of the student survey and this is the item before the Board today.

Board member Soltman then states it is his understanding AdvancED provides more than one survey and asks which of the AdvancED surveys the Idaho State Department of Education (ISDE) is proposing the Board use. Superintendent Ybarra then requests ISDE Director of Assessment and Accountability, Ms. Karlynn Laraway, provide clarification to the Board on the AdvancED survey being proposed. Ms. Laraway responds AdvancED has proposed use of the Student Engagement Survey for grade spans Third through Fifth and Sixth through Eight and that high schools use a form of the Student Engagement Survey or another survey for their accreditation. Board member Soltman then asks if the AdvancED Student Culture and Climate Survey was considered, to which Superintendent Ybarra responds in the negative. Mr. Soltman follows up by asking if the proposed Student Engagement Survey satisfies the requirements of the state's Every Student Succeeds Act (ESSA) Plan to which Superintendent Ybarra responds the survey satisfies both the requirements of the ESSA plan and stakeholder groups. She then reminds Board members AdvancED offers a suite of services the Board can review after this initial year and make changes to the survey moving forward, adding this flexibility is something both stakeholders and Superintendents liked. Board member Clark then asks if it is still the intent of ISDE at the end of this year's assessment to review the results of the survey with stakeholders and make any modifications needed to which Superintendent Ybarra responds in the affirmative. Finally, Board member Soltman asks if the Student Engagement Survey is the same survey the Boise School District raised concerns over to which Ms. Laraway responds Boise School District's concerns were received late in the feedback process. She continues AdvancED has made available to the Board the Student Engagement Survey because the survey has been used in other states, specifically North Dakota, to comply with their ESSA Plan and has been field tested with a large sample of students. Ms. Laraway then states that after this initial year, the Board has the option to review all of the surveys offered by AdvancED and select a different survey for the 2019 Administration, but for the 2018 Administration, the surveys used would be the Elementary School Engagement Survey and the Middle School Engagement Survey.

Board member Critchfield then requests confirmation the AdvancED survey would be administered at no cost for the first year to which Superintendent Ybarra responds in the affirmative. Ms. Critchfield then asks if, knowing a large majority of Idaho high schools are currently using and paying for the AdvancED survey, there have been any conversations around how to handle duplication of payment if the Board were to continue using AdvancED. Ms. Laraway responds ISDE intends to work with AdvancED to secure statewide pricing that would account for payments made by school districts during the 2018 administration period.

Board member Critchfield then asks Superintendent Ybarra to update the Board on how administration of the survey for the current year will work. Superintendent Ybarra states ISDE will open the testing window for the spring assessment and will require schools to administer the survey within the window but will not micromanage the process. Board member Atchley then asks how long the assessment window will run to which Superintendent Ybarra responds the window for the testing period opens March 19, 2018 and closes May 18, 2018. Ms. Laraway adds there is a significant amount of work required by AdvancED to configure the unique link each school district will use to access the survey that will take a number of weeks to complete. She continues it is not likely for the survey window to open at the same time as the testing window and that the survey window will most likely run from April 2, 2018 to May 31, 2018.

There were not additional questions or comments from the Board.

OTHER BUSINESS

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

M/S (Critchfield/Hill): To adjourn the meeting at 11:17 am MST. The motion carried 7-0. Mr. Scoggin was absent from voting.

DRAFT MINUTES
STATE BOARD OF EDUCATION
February 14-15, 2018
Boise State University
Simplot Ballroom
Student Union Building
Boise, Idaho

A regularly scheduled meeting of the State Board of Education was held February 14-15, 2018 at Boise State University in Boise, Idaho.

Present:

Linda Clark, President	Andrew Scoggin*
Debbie Critchfield, Vice President	Don Soltman
David Hill, Secretary	Richard Westerberg
Emma Atchley	Sherri Ybarra*, State Superintendent

*Except where noted

Wednesday, February 14, 2018

The Board met at the Boise State University Student Union Building Simplot Ballroom in Boise, Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 10:05 am (MST).

BOARDWORK

1. Agenda Review/Approval

BOARD ACTION

M/S (Critchfield/Soltman): **To approve the agenda as submitted.** The motion carried 6-0. Mr. Scoggin and Superintendent Ybarra were absent from voting.

2. Minutes Review / Approval

BOARD ACTION

M/S (Critchfield/Soltman): To approve the minutes from the December 20-21, 2017 Regular Board meeting, the January 4, 2018 Special Board meeting, and the January 18, 2018 Special Board meeting. The motion carried 6-0. Mr. Scoggin and Superintendent Ybarra were absent from voting.

3. Rolling Calendar

BOARD ACTION

M/S (Critchfield/Hill): To set February 13-14, 2019 as the date and Boise State University as the location for the February 2019 regularly scheduled Board meeting. The motion carried 6-0. Mr. Scoggin and Superintendent Ybarra were absent from voting.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

1. Boise State University Annual Progress Report
   This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield, introduced the item thanking Boise State University (BSU) President Dr. Bob Kustra for his hospitality hosting Board members and staff at this meeting. President Kustra then welcomed the Board to Boise State University and invited Board members on a tour of the new Alumni and Friends Center where he presented his annual progress report to the Board.
As part of his annual progress report, President Kustra invited members of his Administrative Council and key faculty to provide an update to the Board, beginning with Mr. Mark Heil, Vice President and Chief Financial Officer for Boise State University who shared with Board members an update on Enrollment Workload Adjustment (EWA) and how the current funding model effects BSU.

Chief Operating Office, Vice President and Special Counsel for Boise State University, Mr. Kevin Satterlee provided an update on BSU's Infrastructure and Student Growth. Mr. Satterlee shared Boise State University has met or exceeded the 60% Goal every year

since 2010 when the goal was set by the State Board of Education (SBOE). He continued BSU's achievement of the 60% Goal is the result of targeted efforts by BSU focused on retention, freshmen success programs, pathways and a change in student demographic and that BSU is no longer the part-time/commuter school from 15 years ago and this change has had a huge impact on the universities infrastructure and basic student services.

Vice President for Student Affairs and Enrollment Management, Ms. Leslie Webb, provided an update to the Board on student affairs. Ms. Webb shares her office is focused on recruitment, retention and employability of students and responding to the student climate and culture of today. Ms. Webb adds one of the largest issues experienced by students today is an increase in the number and complexity of mental health issues.

Athletic Director, Mr. Curt Apsey provided an update to the Board on BSU's Intercollegiate Athletics. Mr. Apsey shares during the 2016-2017 Academic Year the cumulative grade point average of BSU athletes was a record setting 3.31 and that this was the first time in the history of BSU where all sports teams had a cumulative grade point average of 3.0 or higher. Mr. Apsey continues the biggest challenge facing BSU Athletics is sustaining what the university has accomplished so far and keeping up with the growing trends in intercollegiate athletics nationwide.

Finally, Founding Dean for the College of Innovation and Design (CID), Mr. Gordon Jones, provided an update on CID's efforts and initiatives. Mr. Jones shares the focus of the College of Innovation and Design is on catalyzing change and imagining the future and that the college has experienced a 39% increase in enrollment since the 2015-2016 academic year. Mr. Jones then shared with Board members the huge success of Boise State X, an educational portal customized for employers and employees.

At the conclusion of the presentations Board members returned to the Boise State University Student Union Building for the remainder of the meeting.

WORKSESSION

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

1. **Education to Workforce Alignment**
   This item was provided in the agenda materials as an information item.

At this time, Superintendent Ybarra joined the meeting.

Board Vice President and Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield, introduced the work session item reminding members Goal 2 of the Board's strategic plan focuses on an education system that provides an environment facilitating the creation of practical and theoretical knowledge leading to new ideas, delivers relevant education meeting the needs of Idaho and the region and prepares students to efficiently and effectively enter and succeed in the workforce. Ms. Critchfield then invited Mr. Jay Larsen, Executive Director for the Idaho Technology

Council (ITC) and Ms. Jessica Ruehrwein, Executive Director for the Treasure Valley Education Partnership (TVEP) to present to the Board on their efforts to align with Idaho's education system and Idaho's workforce needs.

Mr. Larsen begins by sharing ITC is a private sector group designed to drive Technology through Idaho whose mission is to help companies in Idaho start, grow and thrive. He then shared that Idaho has the fastest growing software community in the United States, as a percent of the state's GDP, and that North Carolina has the second fastest. Mr. Larsen then distributed a copy of the NCTECH Association report for the Board to review. Board member Clark noted the indicators for readiness in the NCTECH Association report are enrollment in preschool, Grade 8 Math and English Language at proficiency and the percentage of students exiting the K-12 system who meet the entrance standards for the state's higher education system. She then asked Mr. Larsen, based on the ITC study, what the two to three greatest implications for education as the State moves towards a knowledge economy. To this Mr. Larsen responded the three greatest implications are 1). Fundamentals (reading, knowledge, math and other skills) and that as a State we must continue to look at and increase these fundamentals. 2). Integration of up and coming technologies with Idaho's Education system and 3). Inspiring parents of students to understand the importance of their children participating on the technology stage.

At this time, Board member Scoggin joined the meeting.

Board member Atchley then asks if there are any measures in place to push technology to rural areas of the state to allow access for people who do not reside in technology hubs. To this Mr. Larsen responds this is a topic of focus for the ITC.

There were no additional questions or comments from Board members for Mr. Larsen.

Ms. Jessica Ruehrwein, Executive Director for the Treasure Valley Education Partnership (TVEP), begins her presentation by sharing TVEP's footprint includes nine (9) school districts in the Treasure Valley, six (6) higher education institutions, nonprofits, government, business and early education providers and that in 2015 the partners created a Senior Exit Survey to help inform the collective efforts of students as they exit high school. Ms. Ruehrwein then shared the results from the 2017 survey showed 71% of students planned to attend college or some form of postsecondary training after high school, however only 46% of students actually enrolled in some sort of postsecondary training or education.

Additional survey responses indicated 80% of students plan to complete a degree in their lifetime, more females, than males, planned to obtain a 4-year degree or higher, 64% of respondents made the decision to continue their education after high school when they were in Grade 7, family was the largest influence when deciding what to do after high school, making money and having a job they enjoyed were two of the largest factors when deciding what to do after high school and health care and medicine were the most popular career fields of interest. Ms. Ruehrwein continued the two take-aways from the 2017 Exist Survey are the discrepancy between what students' report they plan to do and what they actually do in the fall and that 80% of students plan on completing some form of

postsecondary education in their lifetime. Finally, Ms. Ruehrwein confirms TVEP will continue to collect actionable data to help inform TVEP working groups, schools and policy and utilize this data to target interventions, supports and messaging.

Dr. Clark asked if TVEP's partnership with districts has expanded to smaller districts in the region, to which Ms. Ruehrwein responded the partnership has not expanded, however, TVEP actively shares information with other districts. Dr. Clark then stated one of the recurring topics shared with the Board by school districts from across the state is the lack of state funds for college and career counseling and it would be of interest to the Board to receive feedback from students on the impact college and career counseling had on their decisions to continue with their postsecondary education.

Board member Atchley then stated it would be of interest to the Board to know the factors contributing to the 30% of students who state they intend to continue their postsecondary education after graduation, but do not.

There were no additional questions or comments from the Board.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

> 2. Idaho Digital Learning Academy Annual Report
>   This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield, introduced the item and then invited Idaho Digital Learning Academy (IDLA) Director of Education Programs, Dr. Sherawn Reberry, Director of Operations, Mr. Jacob Smith, and Director of Curriculum and Instruction, Mr. Jeff Simmons to present their agencies annual report to the Board.

Mr. Smith begins by sharing IDLA was established in 2002 to provide opportunity, equity and access for all students throughout Idaho and resources to school districts to address issues related to course scheduling, course offerings and staffing. Mr. Smith then stated since 2002 enrollment has continued to increase and will be close to 30,000 students for the 2017-2018 academic year. He also shared IDAL offers more than 250 courses, including five (5) Career Technical Education courses, and that 1 in 5 Idaho students have taken an IDLA class.

Mr. Simmons continues the presentation with an update on how IDLA is able to address local school district challenges. He stated that currently IDLA provides access to 339 qualified teachers and that each district partnering with IDLA can add this group to their teaching resources to meet a variety of needs. In addition to providing access to qualified teachers, IDLA also provides students access to career and college opportunities. Mr. Simmons stated in 2017-18 IDLA provided dual credit courses to 4,427 enrollments, of which 57% were in GEM courses, and that nearly 50% of IDLA dual credit enrollments came for 1A and 2A schools. Finally, Mr. Simmons shared that in addition to college and

career opportunities, IDLA also provides career exploration opportunities to Idaho's middle school students through their 8th Grade Career Exploration course.

Finally, Dr. Reberry concludes the presentation with an update on IDLA's EdReady tool and CTE Digital program. Dr. Reberry stated the EdReady tool was designed for students to check mastery in a course of study, to plan for college and career opportunities, and to prepare for commonly used placement exams such as the Standardized Achievement Test (SAT) or American College Test (ACT). She continues the CTE Digital program, developed in partnership with Idaho Career Technical Education, provides opportunities for students they may not have access to in their regular school day or in their school district and offers foundational courses for students to get a jump start on their route to Career Technical Education (CTE) Certifications.

Board member Critchfield then stated her appreciation of IDLA and the value of the services they provide to students, families and teachers. The Board's Executive Director, Mr. Matt Freeman, then publically recognized and thanked IDLA for their partnership with Apply Idaho and their work programing and streamlining the process. Board member Hill then echoed the same appreciation for IDLA and asked to what degree IDLA is central to education in Idaho today and to what degree it fills in the gaps. Dr. Reberry responded IDLA partners and collaborates with all districts across the state, listening to their needs and filling in gaps where they exist and continues to reach out to students, teachers and parents on what needs are not being met.

Dr. Clark then asks for IDLA's perspective on their partnership with Idaho Career Technical Education to which Dr. Reberry responded it is a streamlined and beneficial partnership and both plan to continue working together to develop more CTE courses and expand to more rural districts. Administrator for Idaho Career Technical Education (ICTE), Mr. Dwight Johnson added ICTE values its partnership with IDLA and shared this is the second year where the Governor has recommended ICTE receive additional funding to develop additional offerings. Mr. Johnson then stated ICTE, in partnership with IDLA, currently has three to four new programs in development and that more than 2,000 students from more than 100 school districts from across the state enrolled in the first five (5) CTE courses offered through IDLA.
Superintendent Ybarra then thanked IDLA for their partnership and their work providing access to Idaho's rural communities, supporting Idaho's Mastery Based Education Initiative as well as helping to address Idaho's educator shortage.

Board member Scoggin then asked of the total number of students participating in IDLA's courses, what percentage start a course but do not finish to which Dr. Reberry responded although the exact number is not known, the percentage is very small. Mr. Smith then added IDLA requires students attend a mandatory orientation prior to taking any of IDLA's online courses and that IDLA provides a "drop deadline" for students to experience the course prior to fully committing. Board member Scoggin then asked why a discrepancy of course offerings exists among school districts if IDLA's offerings are all online to which Mr. Simmons responded IDLA provides an Idaho certified teacher for every course as well as a principal to help insure a quality experience for students and that because of this some courses run in to capacity issues.

There were no additional questions or comments from the Board.

3. Idaho Bureau of Education Services for the Deaf and the Blind Annual Report
   This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield, introduced the item and then invited Administrator for the Idaho Educational Services for the Deaf and the Blind (IESDB) Mr. Brian Darcy to prevent his agencies annual report to the Board.

Mr. Darcy begins by sharing with Board members IESDB provides services statewide through both their Outreach Department and the Campus located in Gooding, Idaho. He continues the Outreach Department serves the entire state through seven (7) different regional "Education Centers" serving students who have been identified as Deaf/Hard of Hearing or Blind Visually impaired from the age of birth to twenty-one. He continued IESDB has experienced an increase in the number of students it serves and is currently serving 2,039 children throughout Idaho with the age group from birth to age 3 increasing the most, with 75 blind/visually impaired babies, up from 25, and 137 deaf/hard of hearing babies, up from 75, over the last eight (8) years. In total IESDB is currently serving 1,807 school age students enrolled in school districts throughout the state.

Mr. Darcy continued the IESDB campus has been in existence since 1906, operating on the current site since 1908, and has seen an increase in enrollment over the last eight (8) years with a total of 100 students currently enrolled, the largest number in more than 15 years. The focus of the IESDB Campus curriculum is on the use of technology and ensuring students receive "normal" high school and life experiences.

Mr. Darcy concludes his presentation with an update to the Board on IESDB's current maintenance and improvements to the 40 acre campus in Gooding with two of the four requested projects having received approval from the Permanent Building Fund Advisory Committee and the Department of Public Works; irrigation automation and installation of individual heating/AC units in each of the residential cottages.

Board member Atchley then asked if IESDB is reaching every student in the state that is deaf/hard of hearing or blind/visually impaired. Mr. Darcy responded that Idaho State Statute requires all school districts report a child who is deaf, blind or hard of hearing and that it is estimated 2,500 students in Idaho meet the criteria for deaf, blind or hard of hearing and IESDB is close to serving this number of students statewide. He continued IESDB has developed strong partnerships throughout the state to intervene early to identify these children and provide the needed services and that over the last year IESDB has experienced a 100% capture rate for early screening.

At this time the Board took a 20 minute break, returning at 2:55pm.

4. Idaho Public Charter School Commission Annual Report
   This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield, introduced the item and then invited Program Director for the Idaho Public Charter School Commission (PCSC), Ms. Tamara Baysinger and Chairman of the Idaho Public Charter School Commission, Mr. Alan Reed, to present their annual report to the Board.

Mr. Reed begins by sharing with Board members the PCSC is the state's largest authorizer, responsible for overseeing 73% of Idaho's 56 public charter schools, and that 40% of PCSC authorized charter high schools have a higher graduation rate, by 15 points, than the state average. Mr. Reed contributes this success, in part, to the quality of the administrators and teachers of these schools.

Ms. Baysinger continues the presentation by sharing the PCSC's focus the past year has been on developing new resources to for charters to succeed, especially the new pre-opening support program. She continued this is a collection of tools combined with a series of one-on-one meetings with PCSC staff, whose purpose is to guide new charter schools through the necessary preparation steps needed for them to open their doors. In addition to the pre-opening support program, the PCSC has also developed a New School Leader Orientation program to help incoming charter administrators and board members adjust to the charter sector and put them in touch with resources.

Ms. Baysinger then shared with Board members the PCSC adopted a new performance framework in May of 2017 designed to adjust to the context of different types of schools while providing feedback on school outcomes regardless of their size, grade levels served, student demographic, and educational model. She then highlighted areas of charter school success found in the PCSC 2017 Annual Report noting that in Math, 75% of PCSC portfolio schools exceeded the proficiency rates of their surrounding districts for students in the same grades, and that in English Language Arts (ELA) this was 80% for the same student population.

Ms. Baysinger concludes the presentation by sharing with Board members in the coming year the PCSC plans to learn more from Idaho charters, as well as other states, about how to identify appropriate standards and collect useful data regarding schools with unique populations; how to increase diversity in Idaho's Charter School enrollment; and explore how, on a practical level, Idaho's charters can be granted autonomy to balance their accountability.

Board member Soltman then asked if there are any "best practices" from Idaho's charter schools the Board should consider bringing to the K-12 system as a whole. Ms. Baysinger responded this is a difficult question to answer because charter schools are so different from public schools, however, small school size and having a board constantly promoting a school's mission have been found to be key factors to the success of charter schools.

Board member Scoggin then asked which of the reporting requirements are the most concerning for the charter schools to which Ms. Baysinger responded the Continuous Improvement Plan (CIP) and Literacy Plan. She then adds feedback from the charter

schools has been they already have a performance certificate in place specifying the quality outcomes they need to achieve and the CIP is a duplication of this.

Board member Westerberg then stated his perception the advantage of charter schools is the tendency for parents to be more engaged in the education of their students and asks if this has been quantified. Ms. Baysinger responded that while there has not been any research on this subject, it does appear to be true.

Board member Clark then stated the general perception of charter schools has been they are not as unique as perhaps the original statue thought they would be and asks Ms. Baysinger to share with the Board two to three unique features of these schools. Ms. Baysinger shares some schools utilize a Classical Education (Waldorf or Montessori model) that although not new, are not found with the traditional education provided through public schools, other schools focus on teaching culture and language to Native American students, and still other schools focus on blended learning, especially in virtual schools.

Board member Critchfield then comments the needs of charter schools identified in the presentation mirror the needs of public schools and these are issues across the Board and are some of the issues the Board and Idaho State Department of Education are working to address.

There were no additional comments or questions from the Board.

5. Teach for America in Idaho Progress Report
   This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield introduced the item and then invited Executive Director for Teach for America Idaho, Mr. Tony Ashton to present his progress report to the Board. Accompanying Mr. Ashton was Ms. Christine Ketterling, Federal Programs and Curriculum Director for the Homedale School District

Mr. Ashton begins his presentation by sharing with Board members Teach for America participants agree to a two year commitment to teach in low income, rural public schools in Idaho. Participants all possess a college degree, however, a majority do not complete a traditional teacher preparation program. Mr. Ashton continues Teacher for America Idaho has had a positive impact on student achievement having served more than 3,000 students over the past three years in seven (7) communities in Southwestern Idaho.

Ms. Ketterling then shared with Board members the Homedale School District has benefited from their partnership with Teach for America Idaho beginning in 2015 when their school district was able to meet and hire a highly qualified candidate through Teacher for America Idaho to fill a void within their district. Since that time, the Homedale School District now has seven (7) Teach for America Idaho alumni working in the district and have continued working with Teach for America Idaho to engage new inductees to work with migrant families within the local community.

Board member Critchfield then asks what Mr. Ashton believes makes Teach for America Idaho stand out as one of only two alternative authorizers in the State of Idaho. Mr. Ashton responds the way Teach for America Idaho recruits individuals to the teaching profession, the training provided before participants enter the classroom and the ongoing support participants receive.

There were no additional questions or comments from the Board.

6. Apply Idaho Report
   This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield introduced the item and then invited the Board's Director of Research, Mr. Carson Howell and Research Communications Specialist Ms. Briana Krebs to present an update to the Board.

Ms. Krebs begins the presentation by sharing with Board members the goal of Apply Idaho was twofold, to simplify the application process and to remove cost barriers to encourage more students to apply to Idaho's postsecondary institutions. To gather feedback on the successes and failures of Apply Idaho, Board staff administered three (3) surveys via email between November 2017 and January 2018 to students, Idaho College Application Week site coordinators and college and career counselors. Ms. Krebs then stated that overwhelmingly, the survey data showed the Apply Idaho application process was easier, faster, and simpler than the traditional approach to applying to multiple colleges and that on average, students rated Apply Idaho 4.45 stars for ease of use, with over 58% of responses falling in the 5-star category. Additionally, feedback from site coordinators indicated the simplicity and waived application fees of Apply Idaho led students to explore their postsecondary options more than they would have before and encouraged students that were "on the fence" or intimidated by the process of applying to apply to Idaho's public postsecondary institutions. Finally, Ms. Krebs stated the data shows Idaho's public postsecondary institutions experienced an overall increase of 88.3% from 2016 to 2017 in the number of applications submitted and that on average each student completed 2.5 applications.

Mr. Howell continues the presentation by sharing with Board members that although the total number of overall applications has increased over the last year, there seems to be a large number of incomplete applications being submitted through Apply Idaho. Mr. Howell continues this is most likely due to different institutions requiring students to answer or complete additional supplemental questions outside of the Apply Idaho application. Board member Clark then asked Mr. Howell to expand on the types of questions institutions were asking to which Mr. Howell responded the range of additional questions is broad, however, most questions were related to financial aid and scholarships, a student's extracurricular activities and awards, social security number, emergency contact information and a student's level of interest in on-campus opportunities. Mr. Howell then stated the intent of the institutions in requiring these supplemental questions is to help to engage students, however, this counters the purpose

of Apply Idaho to simplify the admissions application. Additionally, students are under the impression they have completed the application process once they submit their application through Apply Idaho, yet according to the data, some of Idaho's public postsecondary institutions do not consider the application complete until the supplemental questions have been answered. Mr. Howell then states part of the discussion between Board staff and the institutions is how to correct the process while maintaining the simplicity of Apply Idaho.

Board member Westerberg then comments it was impression the questions asked on the Apply Idaho application were sufficient for an institution to determine a student's eligibility for admission, and that the institution could follow-up with additional questions once the student is enrolled. Mr. Howell responded this was the intent, however, in order to streamline the process most institutions rolled all of these questions in to a single application for potential students.

Board member Critchfield then asked how this issue is being addressed, commenting, if institutions need to add additional questions they can, however, the Board has promoted Apply Idaho as a single application with no fees and this recent development is another roadblock that she finds disturbing. Mr. Westerberg adds follow-up by the institutions is fine, however, linking the additional questions to the Apply Idaho application defeats the purpose of what the Board is trying to accomplish.

Dr. Clark then asked if any the institutions present had anything they wished to add to the conversation.

From Boise State University (BSU) Provost and Vice President for Academic Affairs, Dr. Martin Schimpf suggested bringing this item to the Council on Academic Affairs and Programs (CAAP) and request more information from the institutions registrars.

Board member Scoggin then asked if a student does not respond to a citizenship question are they then not able to proceed with the Apply Idaho application. To this Dr. Schimpf responded the institution must follow up with the student to request their social security number for financial aid, ethnicity, and contact information to engage students but these are not a requirement. Board member Scoggin then comments this contradicts the information provided in the Board materials to which Dr. Schimpf responded he cannot answer this question with input from BSU's registrar.

From the University of Idaho (UI) Provost and Executive Vice President, Dr. John Wiencek shared that as applications are received, UI will tell students they have been admitted, however, before registering a student will need to provide additional information. Board member Scoggin then asked if a student does not provide the additional information are they then not admitted or is their application considered incomplete. To this Dr. Wiencek responded a student will still be admitted, however, the information requested is to maximize a student's financial aid options but he would still need to verify this with UI's registrar. Board member Scoggin then asked Mr. Howell if this is his understanding as well to which Mr. Howell responded the questions provided in the Board materials with an asterisks are required for an application to be considered

complete and these questions must be answered by the student in order for their application to be complete. Any other questions are considered optional. Dr. Schimpf then comments the Direct Admissions letter will tell a student to which institutions they have been admitted, however, the institution requires additional information for a student to be registered. The Board's Executive Director, Mr. Matt Freeman, then commented it would be helpful for Board staff to meet with the Provosts and Registrars from each of the institutions to clarify the process.

Board member Atchley then commented the Direct Admissions letter sent to students indicates Apply Idaho does not complete a student's interaction with the institution and that additional steps are necessary for a student to enroll at a specific institution. She then stated the Direct Admissions letter sent by the Board could be more emphatic that in order for a student to register they will need to complete additional steps. Mr. Howell responded institutions are finding reengagement of students to be difficult after a student has submitted an application through Apply Idaho and the Board office is looking at ways to address this, however, there must be a balance between the information needed for admittance versus the information needed for registration.

Board member Westerberg then commented the Board has promoted Apply Idaho as a no fee application process and asks if any institutions have assessed fees after application that a student could perceive as an application fee. Mr. Howell responded in the affirmative, adding institutions have seen an increase in the total number of applications received and in response, some institutions have elected to assess additional fees in order to cover the cost of processing these applications. Board member Westerberg then requested the Board office provide additional information on these fees for the Board members to review and follow up on. Board member Soltman then commented the Board will be reviewing fees at the regularly scheduled Board meeting in April and asks for this information to be included. Dr. Clark then asks if these fees were included in the information provided at last April's regularly scheduled Board meeting to which Mr. Howell responded it was his understanding some of the institutions have classified these fees as a processing fee, therefore these fees would not come to the Board for consideration and approval. Dr. Clark then asked this information be provided to Board members prior to the upcoming regularly scheduled April Board meeting.

There were no additional questions or comments from the Board.

STATE DEPARTMENT OF EDUCATION (SDE)

1. Developments in K-12 Education
   This item was provided in the agenda materials as an information item.

State Superintendent of Public Instruction, Sherri Ybarra introduced the item sharing with Board members developments in K-12 education include an update on Idaho's Mastery Based Incubator Schools and the Idaho State Department of Education's new Certification Look Up Tool.

Prior to beginning the presentation, Superintendent Ybarra shared with Board members Harold B. Lee Elementary school in the West Side School District and the Murtaugh Joint School District were both recently recognized nationally as Title I Distinguished Schools at the National Title I Conference in Philadelphia, PA for their efforts closing achievement gaps.

Superintendent Ybarra continued her presentation with an update to the Board on Idaho's Mastery Based Incubator Schools by sharing with Board members Idaho is leading the way, nationally, with regards to Mastery Based Education and that currently two other states are mirroring their Mastery Based programs after Idaho's. Superintendent Ybarra then invited the Director of Certification and Professional Standards for the Idaho State Department of Education (ISDE) Ms. Lisa Colon Durham to share with Board members ISDE's new online Certification Lookup Tool.

Ms. Colon Durham begins by sharing with Board members ISDE Certification staff and IT Department designed the Certification Lookup Application to increase transparency and efficiency for school districts, educators, and the public. Ms. Colon Durham then walked Board members through the new website and how to access the information provided on the site.

Board member Soltman then commented the only two statuses listed during Ms. Colon Durham's presentation were valid or expired. He then asked how the site addresses a revoked status. Ms. Colon Durham the public site will show a revoked or pulled status and that only district access will show any disciplinary action taken.

There were no additional comments or questions from the Board.

2. Every Student Succeeds Act Consolidated State Plan
   This item was moved to the end of the Planning, Policy & Governmental Affairs Agenda

3. Educator Certification - Praxis II Content Area Cut Scores

BOARD ACTION

M/S (Ybarra/Critchfield): To accept the Professional Standards Commission recommendation to approve the current Praxis II assessments and Idaho cut scores as provided in Attachment 1. The motion carried 8-0.

State Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item reminding Board members the Praxis II – Subject Assessments have been selected as the State Board approved content area assessments and, at its October 19, 2017 meeting, the Board directed the Professional Standards Commission (PSC) to evaluate and bring forward recommendations on additional state-approved assessments and qualifying scores that may be used for certification purposes, as well as updated qualifying scores on the existing Praxis II assessments.

Board member Critchfield then asked how the cut scores are determined or developed to which the Idaho State Department of Education's Director of Certification and Professional Standards, Ms. Lisa Colon Durham responded the PSC has typically used the multi-cut score which has been developed by various states as a measure for what a teacher must know to be effective in the classroom, adding if the state does not adopt a multi-cut score then the PCS will review and determine the appropriate cut score.

Board member Scoggin then asked for clarification on why in the areas where Idaho deviates from the multi-cut score the score is lower. To this Ms. Colon Durham responded all areas that are lower are one (1) standard deviation below the mean and this was in place prior to using the multi-cut score. She continues these score for these standards is the result of one of two possibilities; the standard has not yet been reviewed by the PSC or the standard could have been reviewed by the PSC and the score was determined to be appropriate.

There were no additional questions or comments from the Board.

4. School Counselor Evaluation

BOARD ACTION

M/S (Ybarra/Atchley): **To recognize that the evaluation model meets the requirements of IDAPA 08.02.02.120.** The motion carried 8-0.

State Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item sharing with Board members Idaho does not currently have a single standardized job description or rubric evaluation for Idaho's school counselors and, as a result, many administrators are unclear on the roles and responsibilities of the school counselor. She continues that in order to meet the evaluation needs of school counselors, the Idaho School Counselors Association (ISCA) has created the Idaho School Counselor Job Description and Rubric Evaluation (Evaluation) to directly reflect and measure the roles and responsibilities of a school counselor. Based upon the American School Counselors Association (ASCA) National Model of best practices, the proposed Evaluation is the result of over four (4) years of workshops, feedback and support from practitioners, the Idaho State Department of Education (ISDE) and education stakeholder groups.

Board member Scoggin asked for information on who completes the evaluations to which Deputy Superintendent for the Idaho State Department of Education, Mr. Pete Koehler responded the evaluator is typically the principal at a smaller school or vice principal at a larger school.

There were not additional questions or comments from the Board.

5. Instructional Staff Certificate – Dance Endorsement

BOARD ACTION

M/S (Ybarra/Soltman):   To accept the recommendation of the Professional Standards Commission to reject the creation of a dance endorsement and accompanying dance standards. The motion carried 7-1 with Dr. Clark voting nay.

State Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item stating the item before the Board today relates to the endorsement for visual/performing arts and the creation of dance standards and a dance endorsement.   She continues the Professional Standards Commission (PSC) convened a team of stakeholders to review the teacher preparation standards and endorsements for visual/performing arts March 10-11, 2016, and continued to review and consider the creation of a dance endorsement up until its September 14-15, 2017 meeting where the PSC determined the final decision to accept or reject the dance endorsement should be made by the Board.

Board member Critchfield requested a summary leading up to the PSC decision to which the Director of Certification and Professional Standards for the Idaho State Department of Education, Ms. Lisa Colon Durham responded the PSC was not able to arrive upon a consensus for this endorsement and how the endorsement could potentially effect rural school districts and that three (3) of the 18 PSC members were in favor of adding the endorsement, the rest were not.

Board member Clark then shared with the Board her own experience while Superintendent of the West Ada School District when trying to hire dance instructors for the district's magnet art schools and how a lack of a dance endorsement forced her to hire a professional and pay them as a classified employee which she felt to be unfair to the other instructors. Dr. Clark added if school districts choose to offer students the option to attend an art school they are challenged under the current certification process to find qualified individuals and pay them appropriately. Board member Critchfield then asked Ms. Colon Durham if any of these examples were shared with the PSC during their discussions to which Ms. Colon Durham responded in the affirmative. Board member Critchfield then asked if the reason for not adding a dance endorsement was to serve more rural and less urban areas of the state to which Ms. Colon Durham responded somewhat, however, a majority of the discussion centered around the need for this endorsement statewide.

Board member Scoggin then commented the information provided in the Board materials indicated an individual with a K-8 All Subjects Humanities Endorsement is able to teach dance, however, the Board material also includes a letter from an educator with a K-8 Endorsement stating she is prohibited from teaching dance. Ms. Colon Durham responded the individual in question had an out-of-state dance endorsement, which Idaho does not offer, and that Idaho's interstate reciprocity agreement requires an individual to choose an endorsement that most closely matches the requested endorsement from out of state. Board member Scoggin then asked if this individual were to obtain an Idaho K-8 All Subjects Humanities Endorsement they could teach dance, to which Ms. Colon Durham responded in the affirmative.

There were no additional questions or comments from the Board.

At this time Board members moved to go in to Executive Session.

EXECUTIVE SESSION (Closed to the Public)

M/S (Critchfield/Hill): **To meet in executive session pursuant to Section 74-206(1)(b), Idaho Code, "To consider the evaluation, dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent, or public school student."** A roll call vote was taken and the motion carried 8-0.

Board members entered in to Executive Session at 4:40pm (MST).

M/S (Hill/Critchfield): **To go out of Executive Session.** The motion carried 8-0.

Board members exited Executive Session at 5:48pm (MST) and recessed for the evening.

Thursday, February 15, 2018 8:00 a.m. (MST), Boise State University , Student Union Building Simplot Ballroom, Boise, Idaho.

Board President Dr. Linda Clark presided and called the meeting to order at 8:00am (MST) for regularly scheduled business. There were two (2) participant for Open Forum.

OPEN FORUM

Mr. Allen L. Humble addressed the board regarding the Boise State University (BSU) Football Coaches Compensation packages. Mr. Humble stated both nationally and locally attendance at University football games has been down year over year and there is no indication of this trend stopping and questions, from an economic standpoint, how pay packages for football coaches are up when gate revenues are down. Additionally, Mr. Humble shares with the Board his concerns over the signage located at the corner of BSU's football stadium parking lot that is monitored with the Wells Fargo logo, adding hhe has reported this on three (3) different occasions to senior administration at BSU and finds it odd for BSU to continue their partnership between the university and Wells Fargo based on the banks recent behavior.

There were not questions or comments from the Board.

Mr. D. Sterling Blackwell of the Educational Theater Association – Idaho Chapter, addressed the Board to encourage members to consider changing the Theater Endorsement to a K-12 endorsement versus the current segregated endorsement.

There were not questions or comments from the Board.

CONSENT AGENDA

BOARD ACTION

M/S (Critchfield/Soltman): To approve the consent agenda as presented. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Audit

1. Appointment of Johanna Hale to Audit Committee

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to appoint Johanna Hale as a non-Board member of the Audit Committee for a three (3) year term commencing February 15, 2018. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Instruction, Research and Student Affairs (IRSA)

2. WWAMI Admissions Committee Appointment

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to approve the request by Idaho WWAMI Medical Education Program/University of Washington School of Medicine to appoint Dr. Cynthia Robison Hayes to the Idaho WWAMI Admissions Committee effective July 2018. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Planning, Policy and Governmental Affairs (PPGA)

3. Institution President Approved Alcohol Permits Report
    This item was provided in the agenda materials as an information item.

State Department of Education (SDE)

4. Professional Standards Commission – Emergency Provisional Certificates

BOARD ACTION

M/S (Critchfield/Soltman): By unanimous consent to approve one-year emergency provisional certificates for Kristina Westbrook, Shelbi Morrison, Shanna Lee, Rachelle Paxman, Rebecca Kehn, Rachelle Mueller and Danielle Mitchell to teach the content area and grade ranges at the specified school districts as provided herein. The motion carried 7-0. Superintendent Ybarra was absent from voting.

5. Professional Standards Commission – Boise State University, Proposed Special Education Director Endorsement Program

BOARD ACTION

M/S (Critchfield/Soltman): **By unanimous consent to accept the Professional Standards Commission recommendation to conditionally approve the Special Education Director endorsement program offered through Boise State University.** The motion carried 7-0. Superintendent Ybarra was absent from voting.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

7. 2018 Legislative Update

BOARD ACTION

M/S (Critchfield/Westerberg): By unanimous consent to support H0504 establishing a loan assistance program. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield introduced the item and then invited the Board's Chief Planning and Policy Officer, Ms. Tracie Bent to present her update to the Board.

Ms. Bent begins the update by sharing with Board members an accounting of the bills introduced as part of the Board's legislative agenda that have seen changes since the agenda materials were issued;

- H0365 Liquor Account, Community Colleges – passed House, referred to Senate Education Committee;
- H0366 Worker's Compensation, Public Employment - reported out of Senate with a Do Pass Recommendation and filed for a second reading;
- H0367 Education, Resident Student – held in committee;
- S1210 Eastern Idaho Technical College – passed Senate, sent to House and reported out of committee with a due pass recommendation, filed for third reading on Senate floor;
- S1211 Education, Professional Standards – waiting for hearing;
- S1212 Education, Career Technical – passed Senate with a Due Pass Recommendation and referred to House;
- S1221 College Credit Transfer – passed Senate Education Committee with a Due Pass Recommendation and filed for a Second reading on the Senate Floor;
- S1222 Career Technical Education Funding – passed House and Senate Education Committees and filed for a third reading on the Senate Floor;
- S1279 Idaho Opportunity Scholarship – introduced and awaiting hearing in Senate Education Committee;

Ms. Bent then shares with Board members that in addition to the bills introduced as part of the Board's legislative agenda, Representative Sally Toone from District 26 has introduced H0504 Educator Loan Assistance Program to establish an educator loan assistance program and has asked Board members to consider supporting this bill. Board member Clark then asked if H0504 is in response to the teacher pipeline issue to which Ms. Bent responded the intent of the bill is to help school districts in rural areas to recruit teachers and that as written, the loan assistance would be applied on an annual basis after service. Board member Critchfield then asked how this bill differs from previous versions to which Ms. Bent responded this version is a simplified version of previous bills.

Ms. Bent continued her update by sharing with Board members Senator Steven Thayne from District 8 has introduced an Advanced Opportunities Bill, separate from S1293 introduced by the Governor's Office and supported by the Board, to provide sideboards of the application of fast forward funds towards dual credit courses, however, Senator Thayne's bill does not reference general education core courses but does require courses to be 100 level or higher and credit bearing and requires the work on the part of the student to understand how any courses taken after the student has earned 15 credits would apply to their education goals. Board member Soltman asked if Senator Thayne's bill addresses the requirement for GEM courses to which Ms. Bent responded the reference to GEM courses was removed and replaced with a reference to 15 credits in exploratory courses instead.

Ms. Bent continues that Senator Dean Mortimer from District 30 has introduced a School Turnaround Act, in part based upon a grant the Board received for the University of Idaho to research school turnaround, which is much more specific. Ms. Bent states the bill has been introduced but has not had a hearing yet.

Dr. Clark then asked if Senator Thayne's bill would amend or replace S1293 to which Ms. Bent responded the initial hope was Senator Thayne's bill would address some of the same issues in S1293 and that while some clean up has been done, it is not known if the Governor's office would still move forward with S1293 but the assumption is they would not.

The Board's Executive Director, Mr. Matt Freeman then shared with Board members S1221 to amend and add to existing law to establish provisions regarding the transfer of college credit codifies existing Board policy with a few other changes to address what has been a recurring issue for a number of years. Mr. Freeman continued that when the Board had opportunity to work with institutions there were very valid reasons why a transfer could not occur, however, this continues to be a concern for policy makers and the legislation brought forward last session was not particularly friendly and S1221 was drafted in response to negotiations with legislators. Dr. Clark then asked if there would be a conflict between the two bills to which Ms. Bent responded there would not be a conflict noting this is the Board's bill that the Board had previously seen the language of and approved, however, there are some additional requirements not in the Board's current policy requiring notification to the student and annual reporting to the Board.

At this time Spt. Ybarra joined the meeting.

Finally, Board member Atchley requested clarification on H0422, asking what is included in the list of items not to be prohibited to which Ms. Bent responded the purpose behind H0422, introduced by Representative Heather Scott from District 1, is to prohibit the institutions from restricting speech on campuses.

There were no additional questions or comments from the Board.

8. State Board of Education - 2019-2024 (FY20-24) K-20 Education Strategic Plan

BOARD ACTION

M/S (Critchfield/Atchley): To accept the 2019-2024 (FY20-FY24) Idaho State Board of Education K-20 Education Strategic Plan as submitted in Attachment 1. The motion carried 8-0.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield introduced the item reminding members the strategic plan is used by the Board and staff to prioritize statewide education initiatives as well as the work of the Board staff and, once approved, the institutions and agencies under the Board will align their strategic plans to the Board's strategic plan and bring them forward to the Board for consideration in April. Ms. Critchfield then invited the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, to present the 2019-2024 Strategic Plan to the Board.

Board member Critchfield shares with Board members the PPGA Committee has worked to reduce the Board's Strategic Plan to a total of three (3) goals and to reduce the number of performance measures for each goal that will now be included as an addendum to the Strategic Plan.

Board member Scoggin then requested clarification on the benchmark listed under VIII. Percent cost of attendance (to the student), commenting the benchmark is listed as less than 4%, but asks less than 4% of what. The Board's Director of Research, Mr. Carson Howell, responded this is in relation to the peer institutions and is the cost to the student's less than what the peer institutions are charging by 4%. Board member Scoggin then asked who are the peer institutions, to which Mr. Howell responded each of Idaho's institutions have peer institutions they have identified and it would be these institutions the benchmark for the cost of attendance to the student to be less than 4% of the cost. At this time the Board requested the benchmark language for this item be changed to *"less than 96% of the average cost of the peers"*. Board member Scoggin then asked how frequently attainment of these numbers will be reviewed to which Board member Clark responded annually in October, however, the Board has the option to review this information more frequently.

Board member Scoggin then asked if Goal 3 Objective B Medical Education rises to the same level as the other goals of the Strategic Plan. Dr. Clark responded the work of the Idaho Department of Labor and Workforce Development Council has shown health care

to be the number one job for the future and that policy makers have invested a great deal in to creating these jobs and it is the desire of the Board to be consistent with this. Additionally, Ms. Bent commented the state requirement regarding both the strategic plan and performance measure reporting are tied in part to the budget and specific budget areas under the Board and if these items were not incorporated in to the Board's Strategic Plan a separate strategic plan would be required for each. Ms. Bent then commented on the cadence of the reporting cycle, noting the annual reporting to the Board occurs in October due in large part because this is the earliest institutions are able to finalize their budgets, audited financial reports and enrollment numbers.

Board member Soltman then recognized the work of the PPGA members and staff, specifically Board member Critchfield and Ms. Bent on their work forming the Board's Strategic Plan.

Board member Westerberg also expresses his appreciation for the efforts creating the Board's Strategic Plan, however, still felt the plan contained too many key performance measures and that the Board needs to coalesce around what is truly important in terms of performance measures.

There were no additional questions or comments from the Board.

9. Higher Education Task Force Recommendations – Implementation Progress
   This item was provided in the agenda materials as in information item.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield introduced the item reminding the Board that during the October 2017 regularly scheduled meeting, the recommendations of the Governor's Higher Education Task Force (Task Force) were assigned to the Board's standing committees; Business Affairs and Human Resources (BAHR), Instruction, Research and Student Affairs (IRSA), and Planning, Policy and Government Affairs (PPGA). Each of the committees were then asked to prioritize their assigned recommendations and bring these recommendations to the Board for consideration at the December Board meeting where the Board approved the prioritization recommendations as submitted. Ms. Critchfield then invited the committee chairs to provide an update to the Board on the implementation progress being made by each of the standing committees.

Beginning with the PPGA Committee, Board member Critchfield shared some of the items assigned are currently being and will need to be addressed through the rule making process and will be brought back to the Board in the spring. Ms. Critchfield continues the PPGA Committee was also assigned the responsibility of the recommendations pertaining to College and Career counseling and advising and that the committee will focus on the counseling piece and how to better support students. She then adds this item was a topic of discussion at the February Student Advisory Council meeting and how to better support students both academically and socially/emotionally. Board member Clark added the Student Advisory Council was developed as a mechanism to expand the student voice to the Board and have instituted a process where the Presidents of the student organization from each institution will meet with Board officers prior to every other

Board meeting, beginning with this first meeting in February. Dr. Clark continued members of the Student Advisory Council will have an opportunity to review the Board materials for each meeting and provide feedback at the council meeting.

Board member Hill continued the discussion with an update to Board members on the IRSA Committee recommendations sharing that on January 31st the institution provosts along with the Board's Chief Academic Officer, Dr. Randall Brumfield, and Board members Hill and Clark met to discuss Guided Pathways and Complete College America (CCA) Game Changers. Dr. Hill shares this meeting was very productive and the institutions are committed to moving forward with the CCA Game Changers. Also discussed during this meeting were the recommendation for a Prior Learning Assessment, Common Course Numbering and unification of GEM courses to be easily and readily transferrable.

The final update came from the BAHR Committee where committee chair, Mr. Richard Westerberg, shared that in response to the recommendation for an Outcomes Based Funding (OBF) model, the BAHR committee is in the process of forming a technical committee comprised of eight (8) members, one from each institution, to oversee this recommendation. Regarding the recommendations to consolidate back office functions and to increase student scholarship funding the BAHR committee is currently waiting upon legislative approval prior to moving forward on these two items.

Board member Clark then asked for information on when the OBF committee would be formed to which Mr. Westerberg responded within the next two weeks.

There were no additional questions or comments from the Board.

10. Public Schools Accountability – Trajectory Growth Model

BOARD ACTION

M/S (Critchfield/Soltman): **To approve the ISAT growth toward proficiency model, calculating a three year growth trajectory for use in the state accountability system.** The motion carried 8-0.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield introduced the item sharing with Board members approval of the growth toward proficiency trajectory will allow the Idaho State Department of Education (ISDE) to calculate Idaho Standards Achievement Test (ISAT) growth toward proficiency starting with the 2017-2018 school year for the state accountability system. Ms. Critchfield then invited ISDE Director for Assessment and Accountability, Ms. Karlynn Laraway, to present the trajectory growth model to the Board.

Ms. Laraway begins by sharing with Board members Idaho's new vision for accountability is to share clear, understandable data about school performance using a variety of indicators as outlined in IDAPA rule 08.02.03.112 and that these indicators will also be

used in the state's Every Student Succeeds Act (ESSA) Plan to identify the lowest performing schools in need of additional support.

Ms. Laraway continues the K-8 School Indicator lists Idaho Standards Achievement Test (ISAT) growth toward proficiency based on a trajectory model approved by the State Board of Education and this is appropriate to use when an assessment has a vertical scale, which the ISAT assessment does.

Board member Soltman then asked if this methodology will be accepted by the Federal review to which Ms. Laraway responds in the affirmative, adding growth calculations for students are widely used and have a long history in state accountability systems.

There were no additional questions or comments from the Board.

At this time the Board addressed Item 2 from the State Department of Education Agenda.

2. Every Student Succeeds Act Consolidated State Plan
   This item was moved to the end of the Planning, Policy & Governmental Affairs Agenda

BOARD ACTION

M/S (Ybarra/Critchfield): I move to approve revisions to Idaho's Every Student Succeeds Act Consolidated Plan and to authorize the Department of Education to submit the plan to the U.S. Department of Education on behalf of the State Board of Education. The motion carried 8-0.

State Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item reminding members the Board approved Idaho's Every Student Succeeds Act (ESSA) Consolidated Plan on August 10, 2017, and the plan was submitted to the U.S. Department of Education (USDOE) on September 16, 2017. She then stated on December 28, 2017, representatives from the Idaho State Department of Education (ISDE) and the Board joined USDOE representatives on a conference call to receive feedback on the submitted plan where the USDOE shared their desire to see several technical corrections and additional detail added to Idaho's state plan, specifically the N-size for school accountability, how the student engagement survey would be used in identification of schools, and how Idaho would ensure that both the achievement indicator and other academic indicators would be used for identification for every school. Representatives from ISDE and the Board have collected feedback on these items and made the necessary technical edits to the ESSA Plan. Superintendent Ybarra then stated the revised "redline" version of the ESSA Plan was finalized for approval by the Board on January 29, 2018 and that approval by the Board today will allow for the plan to be resubmitted to the USDOE.

Board member Critchfield asked if modifications to the ESSA Plan included the removal of the extended graduation rate to which ISDE Director for Assessment and Accountability, Ms. Karlynn Laraway responded the 4-year cohort graduation rate

includes those students who graduate prior to the beginning of the following school year as well as summer graduates. Board member Critchfield then asked if this was allowable to which Ms. Laraway responded ISDE will report on a 5-year cohort as outlined in the accountability plan for both traditional and alternative high schools.

There were no additional questions or comments from the Board.

At this time the Board addressed Item 11 from the Planning, Policy & Governmental Affairs Agenda.

> 11. Master Educator Premium – West Side School District Request for Local Model

BOARD ACTION

M/S (Critchfield/Westerberg):   To approve West Side school district local Master Educator Premium Plan as outlined in Attachments 1 and 2. The motion carried 8-0.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield introduced the item sharing with Board members the plan before the Board today was developed by the West Side School District and Board approval of the plan would allow the West Side School District to evaluate and approve instructional staff for the Master Educator Premium at the local level. Ms. Critchfield then invited West Side School District Superintendent, Mr. Spencer Barzee, to present the plan to the Board.

Mr. Barzee begins by sharing with Board members the Master Teacher Premium is a great benefit to teachers and students and when done properly will increase student achievement and improve relationships between students, teachers, and the community and that receipt of the premium will increase an educator's retirement by 4.7% and salary by almost 10%.

Mr. Barzee continues the West Side School District model proposed minor modifications to standards 1 and 3 and adds an additional standard focusing on the use of effective technology.

Board member Hill then asked Mr. Barzee what factors drove the decision to modify the existing standards to which Mr. Barzee responded the modifications to standard 1 were in responded to the school communities need to stay focused on local priorities, modifications to standard 3 were in response to the school district's need to support teachers to be personally and actively involved in a student's learning, and finally the addition of standard 5.9 is in response to continuing to support the West Side School Districts utilization of technology in education.

Board member Westerberg then shared with Board members the West Side School District is within his home county and that his is familiar with the districts efforts and has found them to be an innovative, creative district with a clear view of where they are headed.

There were no additional questions or comments from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)

Section I – Human Resources

1. Boise State University – Employment Agreements for Seven Men's Football Assistant Coaches

BOARD ACTION

M/S (Westerberg/Atchley):   To approve the request by Boise State University to enter into employment agreements with the following assistant coaches for its football team: Andrew Avalos, Defensive Coordinator; Zachary Hill, Offensive Coordinator; Kent Riddle, Special Teams Coordinator; Bradley Bedell, Assistant Coach; Gabriel Franklin, Assistant Coach; Chad Kauhaahaa, Assistant Coach; and Eric Kiesau, Assistant Coach; as presented in the attached documents. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg introduced the item sharing with Board members the proposed employment agreements meet the Board Policy requirements for single-year and multiple-year coach contracts and Board approval is required because the maximum annual compensation for each position is equal to or greater than $200,000. Mr. Westerberg then states the salaries will be funded out of revenues from the sports program and the agreements are in conformance with the Board approved template.

There were no questions or comments from the Board.

2. Boise State University – Multi-Year Coach Contract for Men's Baseball Head Coach, Gary Van Tol

BOARD ACTION

M/S (Westerberg/Hill):   To approve the request by Boise State University to enter into a 4-year 5-month employment agreement with Gary Van Tol, as head coach for the Boise State baseball team, as proposed. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg introduced the item sharing with Board members the proposed employment agreement is longer than three years and therefore requires Board approval. He then invited the Chief Operating Officer, Vice President and Special Counsel for Boise State University, Mr. Kevin Satterlee to review the agreement and answer any questions from the Board.

Mr. Satterlee reports the length of the contract term is due to the offer of employment being made during the middle of the year and expiring at the end of the baseball season. Additionally, Mr. Satterlee states the first two years of employment will involve building the team and program and that during this time Mr. Van Tol would not be eligible for the incentives provided for in the employment agreement.

There were no questions or comments from the Board.

Section II – Finance

    1. Board Policy V.B. Budget Policies – Second Reading

BOARD ACTION

M/S (Westerberg/Hill):   To approve the second reading of the proposed amendments to Board policy V.B., Budget Policies, as presented in Attachment 1. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item reminding Board members this is the second reading of the proposed amendments to Board policy V.B. and that there have been no changes from the first reading to now.

There were not questions or comments from the Board.

    2. Board Policy V.E. Gifts and Affiliated Foundations – Second Reading

BOARD ACTION

M/S (Westerberg/Atchley):   To approve the second reading of the revisions to Board policy V.E. and use of associated affiliated foundation agreement template, as presented in Attachments 1 and 2, respectively. The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item reminding Board members this is the second reading of the proposed revisions to Board policy V.E. and use of associated affiliated foundation agreement template and that there have been no changes from the first reading to now.

There were no questions or comments from the Board.

3. University of Idaho – WWAMI Medical Education Building Renovations Project

BOARD ACTION

M/S (Westerberg/Atchley): **To approve the request by the University of Idaho to implement the bidding and construction phases of the capital project to improve and expand the former Business Technology Incubator facility in support of the WWAMI Medical Education Program, for a total cost of $4,120,000 as described in the materials presented. Approval includes the authority for the Vice President for Finance and Administration to execute all necessary and requisite consulting and vendor contracts to implement the project.** The motion carried 8-0.

Business Affairs and Human Resources (BAHR) Committee Chair Mr. Westerberg introduced the item. He then invited University of Idaho Vice President for Finance, Mr. Brian Foisy to present the item to the Board as well as answer any questions.

Mr. Foisy states the request before the Board today is to move the improvement and expansion of the former Business Technology Incubator facility in support of the WWAMI Medical Education Program from the planning and design phase to the bidding and construction phase. Mr. Foisy continues the need for this project comes from the increase of 20 available seats to 40 available seats and the change from a 12 month curriculum to an 18 month curriculum.

There were not questions or comments from the Board.

At this time the Board took a 15 minute break, returning at 9:45am.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS (IRSA)

Prior to the Instruction, Research and Student Affairs (IRSA) agenda, Dr. Clark took a moment to express the Board's condolences for the families of the victims of the Marjory Stoneman Douglas High School shooting in Parkland, Florida and shared the Board will review school safety at the regularly scheduled Board meeting in April.

1. Higher Education Research Council Annual Report
   This item was provided in the agenda materials as in information item.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill introduced the item sharing with Board members the Higher Education Research Council is a subcommittee of the IRSA Committee and is charged with the oversight of higher education research in Idaho. Dr. Hill then invited Chairman of the Higher Education Research Council (HERC), Dr. Mark Rudin to present the council's annual update to the Board.

Dr. Rudin begins his update but sharing HERC membership is comprised of the Vice Presidents of Research for Idaho's three universities and Dr. Lori Stinson from Lewis-Clark State College as well as industry partners. Dr. Rudin continues the mission of HERC is to strengthen the research capabilities of Idaho's public 4-year institutions and contribute to the economic development of the state of Idaho. He then provides the Board with an update on HERC's FY18 Initiatives beginning with HERC's Research Infrastructure. Dr. Rudin shares these are funds totaling $825,000 for FY18 that are allocated to each of Idaho's three universities as well as Lewis-Clark State College to help fund research infrastructure such as graduate assistants, equipment and personnel. Dr. Rudin continues HERC's Incubation Fund Grant Program is an initiative developed to fund projects for researchers at Idaho's institutions to partner with industry on and that in FY18 this initiative funded seven (7) projects totaling $435,000. Mr. Rudin adds this is a competitive process with the expectation for researchers to present their results to HERC on an annual basis. The final initiative Dr. Rudin shared with the Board is the HERC IGEM program which was designed to build the research capacity of Idaho's universities while still focusing on individual research projects.

In addition to the FY18 initiatives, Dr. Rudin shared with Board members an update on the FY17 Idaho Conference on Undergraduate Research where 42 participants from 66 institutions and organizes attended as well as an update on the Center for Advanced Energy Studies (CAES) facilitating 76 students from Idaho's universities to intern at the Idaho National Laboratory.
Board member Hill then comments the undergraduate research supported by HERC includes the social sciences in addition to scientific pursuits.

There were no additional questions or comments from the Board.

2. National Governor's Association Work-Based Learning Policy Academy
This item was provided in the agenda materials as in information item.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill introduced the item. He then invited the Administrator for Idaho Career and Technical Education, Mr. Dwight Johnson to present the details of the National Governor's Association (NGA) Work-Based Learning Policy Academy to the Board.

Mr. Johnson begins by sharing with Board members Idaho is one of six states selected for participation in the NGA Work-Based Learning Policy Academy and that each selected state received a grant of $80,000 for is participation in the policy academy intended to provide support to the commitment shared by education, workforce, and legislative stakeholders to strengthen and scale work-based learning as part of the state's strategy to build a skilled workforce aligned with industry needs. Mr. Johnson continued three specific initiatives of the Academy include vision and communication, data and measurement, and resource and policy. Additionally, recipients are required to host a Governor's Summit on Work Based Learning as part of the grant and ICTE is currently working on finalizing the details for this summit.

Board member Hill then commented Idaho's participation in the NGA Work-Based Learning Policy Academy is an outgrowth of the Workforce Development Taskforce where one of the recommendations was to value all pathways to career including work-based learning pathways and that Idaho should value all mechanisms to career and build an across government approach to career and not just an educational approach.

There were no additional questions or comments from the Board.

3. Common Course Indexing Report
   This item was provided in the agenda materials as in information item.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill introduced the item. He then invited the Board's Chief Academic Officer, Dr. Randall Brumfield to share with the Board an update on Board staff's work with General Education Matriculation (GEM) discipline groups and the Council on Academic Affairs and Programs (CAAP) to develop a common indexing convention for a core set of curricula within the GEM framework.

Dr. Brumfield begins by sharing with Board members that Board staff has identified approximately 50 courses offered at most, if not all, institutions across the state that would be eligible for a common indexing convention for a core set of curricula within the GEM framework and institutions have been asked to do whatever is needed in terms of their planning processes to implement common course indexing by the 2019-2020 academic year. Dr. Brumfield continues the courses are to be identified by number, course name and academic area by this time next year for printing of the 2019-2020 academic year catalogues.

Board member Hill comments the Board's work developing common course indexing supports the Board's goal of systemness by building something more uniform and commends the institutions for their support.

Board member Critchfield then commented this is one more element making it easier for parents and students to understand dual credit offerings and how dual credits will transfer to Idaho's higher education institutions.

Dr. Brumfield then shares with the Boards the IRSA Committee intends to develop policy to insure this policy will remain.

Board member Atchley then asked if IRSA plans to continue this process long term across major courses and upper division level courses to which Dr. Brumfield responded this has not been explored in detail at this time but can be explored down the road. Board member Atchley then commented if the Board's plan is to make all education at all levels accessible to all students across the state than a consistent and clear K-20 course identification should be a long term goal.

There were no additional questions or comments from the Board.

4. Postsecondary Guided Pathways Planning Report
   This item was provided in the agenda materials as in information item.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill introduced the item. He then invited the Board's Chief Academic Officer, Dr. Randall Brumfield to share with the Board an update on the Board's progress toward the implementation of Guided Pathway strategies.

Dr. Brumfield begins by sharing with Board members on January 31, 2018 chief academic officers, Complete College America (CCA) and two Board members convened at Boise State University to develop a statewide action plan for moving forward with strategies outlined in the Guided Pathways recommendation approved by the Governor's Higher Education Task Force and adopted by the Board. The recommendations from this convening included development of metamajors and focus fields across the State, a dual credit policy that is meaningful towards a student's progress, outreach and intervention and the development of a student intervention strategy for assessing effectiveness, timely completion and the development of strategies and goals to encourage students to complete 30 semester hours each year, and finally adult learning accessibility.

There were no questions or comments from the Board.

5. Boise State University – Online, Bachelor of Arts in Public Health

BOARD ACTION

M/S (Hill/Critchfield):   To approve the request by Boise State University to create a new online program that will award Bachelor of Arts in Public Health in substantial conformance to the program proposal submitted as Attachment 2. The motion carried 8-0.

AND

M/S (Hill/Westerberg):   To approve the request by Boise State University to designate an online program fee for the Bachelor of Arts in Public Health in the amount of $344 per credit in conformance with the program budget submitted to the Board in Attachment 2. The motion carried 8-0.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill introduced the item. Dr. Hill stated the program will be offered wholly online and will operate under the fee guidelines in Board Policy as they pertain to wholly online programs. Dr. Hill then invited Boise State University (BSU) Professor and Vice Provost for Academic Planning, Dr. James Munger, Provost and Vice President for Academic Affairs Dr. Martin Schimpf and Department Chair of Community and Environmental Health Dr. Lillian Smith to present BSU's proposal to Board members as well as answer any questions from the Board.

Dr. Munger begins by sharing the proposed program will focus on developing skills in collaborative leadership, quantitative literacy, and public health analysis to enable gradates to develop the knowledge base, analytic abilities, catalyst thinking and interpersonal skills needed to become a promoter of positive social change. Dr. Munger continues the program's size will be scaled to demand for the program and that BSU projects the program will reach a size of 292 students by the sixth year, graduating approximately 78 students per year once the program is up and running.

Board member Clark then asked why online courses cost more than face to face courses, sharing this was a topic of discussion during the February Student Advisory Council meeting. Dr. Schimpf responded online courses have a lot of upfront costs and over time those are emulated, especially if the program scales and by scaling these programs appropriately it is entirely possible to reduce the cost of the program or use the net gain to further develop the program. Dr. Schimpf acknowledges a savings in the use of facilities because online students are not on campus, however there are other additional costs associated with online programs that you do not have with face to face programs, one of which being the marketing cost in the first five (5) years. Board member Clark then asked if BSU has any history of online fees being reduced to which Dr. Schimpf responded in the negative, stating technology costs continue to increase and not decrease. Dr. Clark then commented that one of the recommendations of the Governor's Higher Education Task Force is for the creation of an online delivery model that would reach the entire state and the supposition is this could be done at a reduced cost, however, she now wonders how sound that idea is based on the statements provided today. Dr. Schimpf commented it is plausible to believe that if/when all institutions in Idaho are delivering a suite of online programs the savings of a common system would be anywhere from nothing to significant and that one factor to consider would be for the State to design a system itself versus hiring a company that would then charge per student using system. Dr. Munger adds instructional costs are a key aspect of the cost for online programs and section sizes for online programs are to remain small if they are to have the interactive component.

Board member Critchfield then asked how marketing of an online course differs from any other course to which Dr. Schimpf responded in order for online programs to scale and be self-supporting institutions must rely on pulling in students from across Idaho and the country and this is where marketing comes in to play.

Board member Scoggin then commented it would be helpful for future online program proposals to have more context behind the fee and wonders if the Board could create a template or document to help institutions show the Board how they arrived at a program's cost.

Board member Westerberg then commented the Board's approach in the past has been the market will eventually dictate what the price needs to be, however, with the other issues surrounding this topic, especially in-state students being charged the same as out-of-state students, the Board needs to do more work around how these courses are priced.

Board member Hill then asked who would be the target audience for this program to which Dr. Smith responded non-traditional students with some college experience or possibly board certified through a community college who are interested in promoting social change in their community, non-profit work, and customer service positions in health and healthcare.

Board member Atchley then shared her concern that a part of the fee for a new program has to go to marketing commenting this is adverse to what the Board should be doing which is analyzing a market before going in to a new program to insure adequate need for a course to meet existing market demands. To this Dr. Schimpf responded the overriding philosophy behind BSU's investment in and development of its eCampus is about access and that the institutions have been asked by the Board to develop online programs, especially for rural access but, online programing is expensive upfront and must have enough students to justify the cost and the only way to achieve a program's breakeven point in an acceptable amount of time is for institutions to reach out to and attract students beyond Idaho.

There were no additional questions or comments from the Board.

6. Board Policy III.S. Remedial Education – Second Reading

BOARD ACTION

M/S (Hill/Westerberg):   To approve the second reading of proposed amendments to Board Policy III. S. Remedial Education as submitted in Attachment 1. The motion carried 8-0.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill, introduced the item sharing with Board members the proposed amendments would update the Board's existing policy on remediation to better align with changes identified by Complete College America (CCA) to help with implementation and student support.

There were no questions or comments from the Board.

7. Board Policy III.Z. Delivery of Postsecondary Programs – Second Reading

BOARD ACTION

M/S (Hill/Critchfield):   To approve the second reading of proposed amendments to Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses as submitted in Attachment 1. The motion carried 8-0.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. David Hill, introduced the item reminding Board members of the discussion at the August 2017 regular Board meeting as to whether the plan was still meeting its intended goal for program planning. Dr. Hill then stated the proposed amendment before the Board today to move the planning document from five years to three years is an effort to provide the

Board with a better understanding of where institutions are aligning their focus with regard to postsecondary programs.

There were no questions or comments from the Board.

OTHER BUSINESS

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

BOARD ACTION

M/S (Hill/Critchfield): To adjourn the meeting at 10:57 pm (MST). The motion carried 8-0.

DRAFT MINUTES

STATE BOARD OF EDUCATION
March 2, 2018
Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho

A special meeting of the State Board of Education was held March 2, 2018 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 11:00 am MST. A roll call of members was taken.

Present:
Dr. Linda Clark, President   Andrew Scoggin
Debbie Critchfield, Vice President   Don Soltman
Dr. David Hill, Secretary (Except Where Noted)   Richard Westerberg
Emma Atchley

Absent:
Sherri Ybarra, State Superintendent

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

1. Legislative Update

M/S (Soltman/Atchley) To oppose House Bill 566. The motion carried 5-1 with Mr. Westerberg voting Nay. Dr. Hill and Superintendent Ybarra were absent from voting.

AND

M/S (Atchley/Westerberg) To oppose House Bill 590. The motion carried 7-0. Superintendent Ybarra was absent from voting.

AND

M/S (Critchfield/Soltman) To endorse House Bill 631. The motion carried 7-0. Superintendent Ybarra was absent from voting.

AND

M/S (Critchfield/Hill) To endorse House Bill 648. The motion carried 7-0. Superintendent Ybarra was absent from voting.

AND

M/S (Critchfield/Soltman) To endorse Senate Bill 1291. The motion carried 7-0. Superintendent Ybarra was absent from voting.

Planning, Policy and Governmental Affairs Committee Chair, Ms. Debbie Critchfield, introduced the item reminding Board members the item before the Board today provides an update on Education related legislation introduced during the 2018 legislative session following the update to the Board at the February regular Board meeting and provides the Board with the opportunity to support, oppose, or stand neutral on legislation introduced during the current legislative session. She then invited the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, to provide a brief overview of the legislation being voted on by the Board today.

Ms. Bent begins with House Bill 566 Charter School Administrator Certification sharing with Board members the proposed legislation would create a separate administrator certification for individuals working at charter schools and would provide charter schools the option of using the proposed certificate or the current certificate provided for under Idaho Administrative Rule. The proposed certificate would allow an individual to receive a certificate based upon the minimum requirements of holding a bachelor's degree from an accredited 4-year institution, submit to a criminal history check, complete a course consisting of a minimum of three (3) semester credits on the statewide framework for teacher evaluations, and submits a letter from a charter school board of directors stating the board of directors has carefully considered the applicants candidacy, has committed to hiring the individual, and is committed to overseeing the applicants performance. She continues the requirements in Administrative Rule require an applicant complete an Administrator Preparation Program based on the state standards for administrators, hold a master's degree if they are a school principal or an education specialist PhD or post-master's degree program of at least one (1) year for a superintendent, and four (4) years' experience working in an educational setting with students.

Dr. Clark then asked why the standards for public charter school administrators, under House Bill 566, would be less than those for a traditional public school administrator. Ms. Bent responded the sponsors of the bill have indicated charter schools have long been considered incubators for innovation and that the state heavily regulates Idaho's public charter schools more than other states and that charter schools authorized by the Public Charter School Commission (PCSC) fall under additional regulation by the PCSC. Dr.

Clark then asked if the PCSC has taken any action on the proposed House Bill 566 to which Director of the PCSC, Ms. Tamara Baysinger responded the PCSC has discussed the proposed legislation and made the decision to remain neutral.

Board member Soltman then asked Ms. Baysinger if the proposed legislation was in response to a single charter school to which Ms. Baysinger responded the legislation appears to be precipitated by a single petitioning group who has not formally begun the petitioning process but has a specific individual they wish to hire to whom this legislation would apply. Ms. Baysinger then adds there are a handful of other, similar cases where existing schools might take advantage of this provision if it existed. Mr. Soltman then shared with the Board feedback from his discussions with charter school administrators as well as the Idaho Association of School Administrators (IASA) who have all indicated a lack of support for the proposed legislation. Ms. Bent adds that during the House Education Committee hearing for House Bill 566, both the IASA and Idaho Education Association (IEA) opposed the bill. Board member Critchfield then comments it may be worth a discussion by the Board around extending this type of provision statewide and that this could occur without enacting legislation.

The discussion then moved to House Bill 590 Guided Education Management Act where Ms. Bent shared with Board members the proposed legislation would create a program that would allow for guided education management scholarships or GEM Scholarships. Ms. Bent continues the proposed legislation would create GEM Scholarship funds managed by a scholarship management organization and the Board would be required to appoint at least one and no more than three organizations to administer the funds. Ms. Bent then stated eligible individuals include low income students defined as an annual family income at or below 185% of the federal poverty guidelines, a child with disabilities as defined in Idaho code, at risk student as defined by the State Board of Education rules or students whose parent(s) is a member of the military and is on active duty or was a member of the military who was killed in the line of duty and that the legislation includes a list of qualified education expenses one of which being private tuition for K-12 education. Additionally, Ms. Bent shares with the Board the scholarship granting organizations would be required to submit an annual audit to the Board and that for students using the scholarship to pay for full-time tuition at a private school, the scholarship granting organization would be required to submit copies of the student's test score sheet on a nationally normative test to the Board and that Board would be responsible for reviewing all reports submitted. Additionally, the Board would have the authority to remove the authorization of a scholarship granting organization.

At this time Dr. Hill joined the meeting.

Board member Critchfield then shares she has no opposition to the scholarship itself but does have concerns with the Board's oversight of the proposed scholarship adding the bill, as written, does not give the Board rule making authority and questions the Board's oversight of students who do not fall under the Board's authority.

Board member Atchley then comments there are many other ways for individuals to provide scholarships for students attending a school outside of the State Board of Education's oversight and questions the necessity of the proposed legislation.

Board member Westerberg then voiced his agreement with Board members Critchfield and Atchley, adding the proposed oversight by the Board is not well placed and should not be added to the current work of the Board and staff.

Dr. Hill and Board member Scoggin then state they are not opposed to the scholarship, but question the oversight of the funds being housed under the Board.

Dr. Clark then states her agreement with Board member Atchley adding she feels the legislation is poor policy and is not something a state with limited resources should embark upon.

At this time the Board began their discussion of House Bill 631 Higher Education – Residency Requirements. Ms. Bent shared with Board members the proposed legislation incorporates in part what the Board approved earlier this year and introduced in a piece of legislation. Ms. Bent continues the Board originally approved extending the number of years after graduation an Idaho secondary student retains residency status from six (6) years to seven (7) years and that House Bill 631 would extend the residency requirement to eight (8) years after graduation. The proposed legislation would also grant in-state residency status to any student who completes an undergraduate program at any accredited postsecondary institution in Idaho for purposes of entering a graduate program as long as they enter the program within 36 months from completion of the program regardless of the state of residency during the intervening 36 months and allows full-time graduate students to use their first year of the graduate program to establish domicile and become eligible for resident tuition rates starting in year two. Ms. Bent then shares with Board members the proposed legislation was introduced by Representative Wendy Horman who shared with Board staff the proposed legislation was written partially in response to the Leadership in Nuclear Energy (LINE) Commission's trouble assembling a sufficient pool of candidates with graduate degrees and to encourage students to continue their graduate degree(s) in Idaho with the hope they would stay and work in Idaho after graduation. Ms. Bent then shared with the Board a preliminary impact study prepared by Idaho's public postsecondary institutions indicated the legislation could have a negative fiscal impact.

Dr. Hill then asked if the proposed legislation would allow for any graduate student to be granted residency after 12 months regardless of the state or school where they attended their undergraduate education to which Ms. Bent responded in the affirmative for full-time graduate students.

Dr. Clark then invited representatives at the meeting from Idaho's public postsecondary institutions to provide input on the proposed legislation. Representing the University of Idaho (UI) was Mr. Joe Stegner, Special Assistant to the President, who shared UI supports the proposed legislation and that to be competitive UI is already practicing this

to some degree and the proposed legislation would allow the institution to advertise their efforts as state law. He also adds the fiscal impact to UI would be minimal.

Representing Idaho State University (ISU) was Mr. Kent Kuntz, Director of Government Relations, who also stated ISU's support for the proposed legislation, echoing his agreement with Mr. Stegner's statements.

Dr. Clark then invited the Board's Chief Fiscal Officer, Mr. Chet Herbst, to provide an update to Board members on Board policy V.T. Fee Waivers. Mr. Herbst begins by sharing with Board members Lewis-Clark State College is the only 4-year institution to have reached the 6% cap on out-of-state tuition fee waivers. Mr. Herbst continues the estimated annual negative impact of the proposed legislation to the University of Idaho would be $5.2 million, Boise State University $2.6 million and Idaho State University $600,000.00, as reported by each institution, however if each institution were able to attract more graduate students as a result of the proposed legislation, it would be possible for each institution to overcome the projected deficits.

The discussion then moved to House Bill 648 Computer Science Courses where Ms. Bent shared with Board members the proposed legislation would require school districts to offer at least one (1) computer science course during the school day. Ms. Bent continues the course could be offered through the Idaho Digital Learning Academy (IDLA) or as a new course developed by the local school district, and that delivery of the course would be left to the school district.

Dr. Clark then asked if the course could be used to meet the science and math requirements to which Ms. Bent responds currently a requirement exists in Board rule that if a computer science course is a dual credit or advanced placement computer science course and the student has taken algebra, then the computer science course can count as a math credit. She continues when this requirement was put in place the state had not implemented computer science standards and that the Board is scheduled to review expanding the use of computer science courses aligned to the state standards this coming spring. Board member Critchfield then stated her desire for the Board to follow up with a rule change allowing students to use a computer science course to meet a math or science requirement. Board member Atchley then asked why the proposed legislation was exclusive to computer science courses to which Board member Critchfield responded it is her understanding after speaking with the bill's sponsor, the intent is to highlight the state's current workforce needs and to provide a focused opportunity to high school students to experience computer science related applications.

The Board's final item for discussion was Senate Bill 1291 School Turnaround Act. Ms. Bent reminded Board members the Board office received an ongoing appropriation starting in FY17 for school improvements and that those funds were awarded to the University of Idaho (UI) through a request for approval process for the purposes of working with low performing schools who volunteer to develop school improvement plans, capacity and leadership at the district, school and classroom level for the implementation of these plans. Ms. Bent continues the grant is currently in its second of three years of funding and the proposed turnaround program requirements in the proposed legislation

are similar to the request for proposal program requirements awarded to the UI and that the original bill established the program as a requirement for low performing schools and consequences for schools that fail to improve. Ms. Bent continues during the Senate Education Committee meeting on March 1, 2018, the bill was passed out of committee to the Senate amending order at the bill sponsors request for amendments that would make the program voluntary and amend the possible actions should a school fail to improve. Additionally, the proposed bill amendment would replace Section 33-6108 with new consequences that include program extensions and amendments to the contract with the school improvement experts. Dr. Clark adds this is a source of funding for non-Title I schools who are required to meet the requirements of the lowest performing groups but do not receive any additional funding and the proposed legislation is an equalizer to ensure all schools have the opportunity to support low performing groups.

Board member Scoggin then asked Dr. Clark for her perspective on the proposed legislation based upon her many years of experience as an educator and administrator in Idaho's public school system. Dr. Clark responded as an administrator she would have been very enthusiastic about the program, adding Turn Around schools require a tremendous amount of assistance outside of a school's existing resources and she would have welcomed this type of support for non-Title schools. Chief Deputy Superintendent for the Idaho State Department of Education (ISDE), Mr. Pete Koehler, then commented the proposed legislation runs parallel to the plans built in to the state's Every Student Succeeds Act (ESSA) Plan and is viewed by ISDE as a complimentary program that will benefit Idaho's non-Title I schools.

There were no additional questions or comments from the Board.

OTHER BUSINESS

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

M/S (Critchfield/Westerberg): To adjourn the meeting at 11:55 am MST. The motion carried 7-0. Superintendent Ybarra was absent from voting.

DRAFT MINUTES

STATE BOARD OF EDUCATION
March 8, 2018
Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho

A special meeting of the State Board of Education was held March 8, 2018 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 10:00 am MST. A roll call of members was taken.

Present:

Dr. Linda Clark, President   Don Soltman
Debbie Critchfield, Vice President   Richard Westerberg
Dr. David Hill, Secretary   Sherri Ybarra, State Superintendent
Emma Atchley

Absent:

Andrew Scoggin

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)

1. Finance and Construction of the Cybercore Integration Center and Collaborative Computing Center Facilities

M/S (Westerberg/Atchley): To approve the purchase by the Board of the parcel referred to in the real estate purchase agreement attached hereto, and to authorize execution of a purchase agreement and ancillary documents by the Board President in substantial conformance to Attachment 1. The motion carried 6-0 with Dr. Hill abstaining. Mr. Scoggin was absent from voting.

AND

M/S (Westerberg/Atchley): To authorize the Board President to execute documents in substantial conformance to the Idaho State Building Authority documents at

Attachments 2, 3, and 4; and the Battelle Energy Alliance, LLC subleases at Attachments 5 and 6; and the Certificate of Idaho State Board of Education document at Attachment 7; and to delegate authority to the Executive Director to execute documents incidental to the Idaho State Building Authority bond issuance and the development and construction of the Cybercore Integration Center facility and the Collaborative Computing Center facility. The motion carried 6-0 with Dr. Hill abstaining. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item reminding Board members in March 2017, the Legislature approved Senate Concurrent Resolution 105 pursuant to Idaho Code, 67-6410, which authorized the Board to enter into agreements with the Idaho State Building Authority (ISBA) for the "*financing and development of research and educational facilities, and related facilities, at Idaho Falls, Idaho, for their uses and the uses of other public and/or private entities that may have affiliated, related or collaborative purposes.*"

Mr. Westerberg continues by stating the facilities are intended to be subleased by the Board to Battelle Energy Alliance, LLC (BEA) for use by BEA as the principal operating contractor for the Idaho National Laboratory (INL). The Collaborative Computing Center (C3) building will house a supercomputer which will support research activities carried out at INL and throughout the state. The Cybercore Integration Center (CIC) building will support cyber security research. He then invited the Board's Chief Fiscal Officer, Mr. Chet Herbst, to provide an update on the project to members of the Board.

Mr. Herbst begins by sharing with Board members the selected Construction Manager at Risk (CMAR) team of JE Dunn and ESI, working with BEA and the Idaho State Building Authority (ISBA), have established the Guaranteed Maximum Price (GMP) for the project and that work by ISBA's financing and bond counsel team on the financing plan for the project is in its final stages. Finally Mr. Herbst states the project documents are expected to be complete and in place by April 19, 2018.

Board member Atchley then asked if BEA intends to recover the approximate gap of $19 million between the calculated bond revenues and the total cost of the project through lease payments or if this gap is viewed by BEA as operating costs that will not be recovered. Mr. Herbst responded the annual rental payments will cover the construction costs identified as those to be paid with bond proceeds, however, there are other features of the facility, at the request of BEA that BEA has agreed to fund outside of the lease payments. The Board's Deputy Attorney General, Ms. Jenifer Marcus, adds BEA has paid upfront for the cost of the design work and to the extent there are funds left in the construction fund set-up under the bonds, after construction BEA has the right to be reimbursed from any amount left in the account. Board member Atchley then asked for additional clarification as to whether or not any construction funds could be used to offset the anticipated $19 million gap between the calculated bond revenues and the total cost of the project. Representing INL was Dr. Van Briggs who responded BEA has invested close to $24 million in the facilities, almost double the anticipated investment, and that because of this increase BEA has requested any additional funds leftover at the end of the project be available to BEA for reimbursement of the design fees. Ms. Atchley

thanked Dr. Briggs for the clarification and then expressed her great satisfaction with the project adding the project will be of great benefit to the state of Idaho.

Board member Critchfield then asked how the project directly impacts the Board's Go On Rate and Strategic Plan to which Board member Westerberg responded the project comes with significant educational opportunities and will impact the Go On Rate as it provides opportunities for Idaho students to participate in cyber security work. Dr. Hill voices his support to Mr. Westerberg's comments adding connecting the educational infrastructure to the work of INL in a positive reinforced manner will provide attractive opportunities for every level of education within Idaho and hopefully impact the Go On Rate by providing opportunities that matter today.

The Board's Executive Director, Mr. Matt Freeman, then shared with Board members the project is one of the largest single transactions the Board has engaged in, requiring a significant amount of work on the part of Board staff. Mr. Freeman continues by expressing his gratitude for the work of the Board's Chief Financial Officer, Mr. Chet Herbst, Deputy Attorney General, Ms. Jenifer Marcus, and General Counsel for Boise State University Counsel, Nicole Pantera.

There were no additional questions or comments from the Board.

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

M/S (Westerberg/Critchfield): To adjourn the meeting at 10:27 am MST. The motion carried 7-0. Mr. Scoggin was absent from voting.

DRAFT MINUTES

STATE BOARD OF EDUCATION
March 15, 2018
Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho

A special meeting of the State Board of Education was held March 15, 2018 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 4:47 pm MST. A roll call of members was taken.

Present:
Dr. Linda Clark, President   Don Soltman
Debbie Critchfield, Vice President   Richard Westerberg
Emma Atchley   Sherri Ybarra, State Superintendent
Andrew Scoggin

Absent:
Dr. David Hill, Secretary

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

1. House Bill 693 – Reading Intervention

M/S (Critchfield/Westerberg):   I move the Board strongly supports a single statewide K-3 reading assessment administered and funded by the state; and that the Board will oppose any legislation which would remove the requirement for a single statewide K-3 reading assessment or eliminate state funding for the assessment. The Board reaffirms its support for transitioning from a pilot to a field test of the new reading assessment in year two (2018-2019). The motion carried 7-0. Dr. Hill was absent from voting.

Planning, Policy and Governmental Affairs Committee Chair, Ms. Debbie Critchfield introduced the item, sharing with members the item before the Board today was brought forth by herself and Board president Dr. Linda Clark as

There were not additional questions or comments from the Board.

OTHER BUSINESS

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

M/S (Critchfield/Westerberg): To adjourn the meeting at 5:01 pm MST. The motion carried 7-0. Dr. Hill was absent from voting.

DRAFT MINUTES

STATE BOARD OF EDUCATION
April 2-3, 2018
Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho

A special meeting of the State Board of Education was held April 2-3, 2018 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 11:00am MST. A roll call of members was taken.

Present:

Dr. Linda Clark, President	Andrew Scoggin*
Debbie Critchfield, Vice President	Don Soltman
Dr. David Hill, Secretary	Richard Westerberg
Emma Atchley	Sherri Ybarra, State Superintendent*

*Except Where Noted

Monday, April 2, 2018

EXECUTIVE SESSION (Closed to the Public)

1. Idaho State University

M/S (Critchfield/Atchley): I move to go into Executive Session pursuant to Section 74-206(a), Idaho Code, to consider hiring a public officer, employee, staff member of individual agent, wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need. A roll call vote was taken and the motion carried 7-0. Superintendent Ybarra was absent from voting.

Board members entered in to Executive Session at 11:00am MST.

Superintendent Ybarra joined the meeting at 11:05 am MST.

The Board recessed for the evening at 3:15pm MST.

Tuesday, April 3, 2018

EXECUTIVE SESSION (Closed to the Public)

2. Lewis-Clark State College

M/S (Critchfield/Atchley): I move to go into Executive Session pursuant to Section 74-206(a), Idaho Code, to consider hiring a public officer, employee, staff member of individual agent, wherein the respective qualities of individuals are to be evaluated in order to fill a particular vacancy or need. The motion carried 7-0. Superintendent Ybarra was absent from voting.

The Board reconvened Tuesday, April 3, 2018. Board President Dr. Linda Clark presided and called the meeting to order at 8:00am MST. A roll call of members was taken.

Board member Scoggin joined the meeting at 8:37 am MST.

M/S (Hill/Soltman): To go out of Executive Session. The motion carried 8-0.

Board members exited Executive Session at 12:43pm MST.

OTHER BUSINESS

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

M/S (Atchley/Hill): To adjourn the meeting at 12:45 pm MST. The motion carried 8-0.

DRAFT MINUTES

STATE BOARD OF EDUCATION
April 5, 2018
Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3ʳᵈ Floor
Boise, Idaho

A special meeting of the State Board of Education was held April 5, 2018 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 4:00pm MST. A roll call of members was taken.

Present:
Dr. Linda Clark, President   Don Soltman
Debbie Critchfield, Vice President   Richard Westerberg
Dr. David Hill, Secretary   Sherri Ybarra, State Superintendent
Emma Atchley

Absent:
Andrew Scoggin

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)

   2. Lewis-Clark State College – Appoint President

M/S (Westerberg/Soltman): I move to appoint Dr. Cynthia Lee A. Pemberton, as President of Lewis-Clark State College, effective July 1, 2018, at the annual salary of $225,000 and to approve the employment agreement in the form provided. The motion carried 7-0. Board member Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item. Mr. Westerberg then thanked the search committee co-chairs and members for their work on the search committee.
There were no additional questions or comments from the Board.

3. Idaho State University – Appoint President

M/S (Westerberg/Hill): I move to appoint Kevin Satterlee, as President of Idaho State University, effective June 18, 2018, at the annual salary of $370,000 and to approve the employment agreement in substantial conformance to the form provided. The motion carried 7-0. Board member Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mr. Richard Westerberg, introduced the item. Mr. Westerberg then thanked the search committee co-chairs and members for their work on the search committee.

There were no additional questions or comments from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

1. Smarty Ants Early Literacy Program

M/S (Critchfield/Soltman): I move to accept the Smarty Ants offer to provide a free early literacy resource tool for families to work with their early learners at home. The motion carried 7-0. Board member Scoggin was absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Ms. Debbie Critchfield, introduced the item. She then invited Superintendent Ybarra to answer any questions from members of the Board. Superintendent Ybarra explained to Board members that due to a poor connection she was having difficulty participating in the call, however, a full discussion of the Smarty Ants program was planned for the regularly scheduled Board meeting in April at which time she would be available to answer any questions Board members may have.

Dr. Clark then shared with Board members Smarty Ants has offered to donate their online program for home use absolutely free for five (5) years and the motion before the Board today is to accept this offer. Dr. Clark then stated this is not an answer to preschool but does provide a tool for families of four year olds to use to better prepare their students for Kindergarten. Finally, Dr. Clark stated her appreciation of the donation and that the Board will be looking forward to following the data and hopes families will take advantage of the program.

Board member Critchfield then asked for additional information on the aspects of the program, to which Dr. Clark responded the program is an online resource that can be accessed by any computer or handheld device with an internet connection, at home or in a public setting such as a library and is a highly interactive, age appropriate software program designed to foster student readiness.

Board member Critchfield then asked if the program has a particular focus on reading to which Superintendent Ybarra answered in the affirmative, adding the program is tailored to accelerate student literacy and adjusts levels to accelerate student success.

There were no additional questions or comments from the Board.

OTHER BUSINESS

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

M/S (Hill/Critchfield): To adjourn the meeting at 4:40 pm MST. The motion carried 7-0. Board member Scoggin was absent from voting.

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COLLEGE AND UNIVERSITIES

SUBJECT
Processing Fees for First-Time, Full-Time, Resident Students

REFERENCE

February 2018   Board received overview of Apply Idaho initiative and requested staff to provide additional information on any processing fees associated with the applications.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education (Board) Governing Policies & Procedures, Sections III.Y., V.R.
Idaho Code § 33-3717A

ALIGNMENT WITH STRATEGIC PLAN
Goal 1 ("A Well Educated Citizenry") Objective A ("Access: Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.").

BACKGROUND/DISCUSSION
The February 2018 overview of the Apply Idaho initiative included discussion on two key goals of the program: to simplify the application process to Idaho's public post-secondary institutions and to reduce cost barriers in order to encourage additional students to submit applications. Feedback to Board staff from site coordinators has indicated that the simpler, streamlined process and (in some cases) the elimination of application fees has led to increased applications by students who were "on the fence" and who might have been intimidated by the application procedures in place prior to Apply Idaho.

The Board has promoted Apply Idaho as a "no fee" application process, but feedback from the field indicates that institutions may have other processing fees in place that are directly related to the application process and are used to address the costs of processing additional applicants. The Board asked staff to provide additional information on these fees for consideration at the April Board meeting as part of the student tuition/fee setting discussion. Attached, for information, are the processing fees currently in place at the four year institutions and the community colleges. Board Policy V.R.3.c.iv. addresses these "processing fees, permits and fines" as within the fee categories which have been delegated to the Chief Executive Officers.

IMPACT
Staff worked with the institutions to summarize their respective processing fees charged to first-time, full-time resident students, and when those fees are collected. In response to a request from the Business Affairs and Human Resources (BAHR) Committee, the attached summaries also show (at the bottom

of each sheet) the impact of the fees directly related to application/enrollment in addition to the Board's approved tuition and mandatory fees (activity, technology, and facility fees), to give a clearer picture of the total package of mandatory tuition and fees at each institution.

ATTACHMENTS

STAFF COMMENTS

The Board will note variations in the number and types of processing fees among the institutions. For example, Boise State University and University of Idaho charge an intent to enroll or enrollment confirmation fee. The University of Idaho allows the student to apply their enrollment confirmation fee to tuition, room and board, or other charges, following enrollment. Idaho State University (ISU) charges an application fee for those students who do not utilize Apply Idaho or who do not attend an application day workshop held at Idaho high schools. ISU waives this fee in some circumstances, such as for students receiving government assistance or facing financial hardship. ISU charges an application fee for their College of Technology students unless they also meet the criteria above or they work with the Center for New Directions and START programs.

Staff has received comments from the field that the number and timing of the various fees can also impact student perceptions. Information on how these processing fees can be waived needs to be highly visible to students. Out-of-pocket financial pressures can be lessened when collection of fees can be made following distribution of student financial aid. Board staff was also asked by the members of the Indian Education Committee to relay that the number of unbundled administrative and processing fees has been a source of discouragement for some tribal members.

Differential growth rates for enrollment at the institutions result in greater administrative processing burdens for some institutions; however, institutions may wish to reflect upon the number, size, timing, and transparency of their various processing fees (and conditions under which those fees might be waived) to complement the Board's efforts to promote a user-friendly and free application process.

BOARD ACTION

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

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Boise State University

Section VRC3iv: Processing fees for the provision of academic products or services to students.

Fee Name	Fee Description	Fee Amount	When Assessed	Frequency
New Student ID Card Fee	Charge for new students to obtain a campus ID	$ 25.00	At registration	Once
Fee Payment Deadline Late Fee	Fee deadline is the Thursday before classes start. If a student's bill is not paid by the deadline, this fee is assessed.	$ 50.00	When applicable	Once
Monthly Late Fees	Charge for any outstanding balance that is past due.	1.75% or $10.00	When applicable	Monthly, if balance is due
Returned Check / ACH Fee	Fee for insufficient funds	$ 25.00	When applicable	Once
Graduate Application	Application fee for graduation	$ 20.00	When submitted	Once
Administrative Fee Semester W/D	Withdrawal from the university after the 10th day of classes.	$ 40.00	When applicable	Once
Drop Fees	Drop course after the 10th day of classes	$ 10.00	When applicable	Once per course
Non-resident Undergraduate Application Fee	Application Fee	$ 50.00	With application	Once
International Undergraduate Application Fee	Application Fee	$ 85.00	With application	Once
Graduate Application Fee	Application Fee	$ 65.00	With application	Once
International Graduation Application Fee	Application Fee	$ 95.00	With application	Once
Enrollment Confirmation Fee	Fee to confirm enrollment upon admission. Effective for students admitted for Fall 2018.	$ 100.00	By May 1	Once
Program Application Fees	A few programs have additional fees to apply to that specific program, particularly online programs	varies	Upon application	Once

Other Charges Assessed by 3rd party:

Credit Card Fee	Fee charge by third party for use of a credit card to pay bill. Boise State does not receive this fee revenue.	2.75%		
Transcript Fee	Fee charged by national clearing house to process transcrips	Varies, $10 for standard request	With application	Once per transcript

Fees paid First-time/Full-time students:		
	Tuition and mandatory fees (facility, activity and technology fee)	$ 7,326.00
	New Student Orientation Fee	$ 175.00
	Enrollment Confirmation Fee	$ 100.00
	New Student ID Card Fee	$ 25.00
	Total FY 2018 Resident First-time/Full-time student	$ 7,626.00

IDAHO STATE UNIVERSITY

Fee Name		Fee Description	Fee Amount	When Assessed	Frequency
Bengal Card ID Replacement Fee		Bengal ID Card Replacement Fee	$ 15.00	Per request	Per request
Bengal Card ID Spouse		Bengal ID Card for Staff/Faculty Spouse	$ 2.00	Per request	Per request
Intramural Fee		Fee to participate in Intramurals	$15/semester (	At time of registration	Per Sport
Recreation Center Membership Card Replacement Fee		Fee to replace Rec Center membership card	$ 15.00	Per request	Per request
Staff/Faculty Spouse Recreation Center Membership Card Replacement Fee		Fee to replace Rec Center membership card for staff/faculty spouse	$ 16.00	Per request	Per request
Student Computing Fee		Fee to use campus computing resources (e.g. wireless, computer labs, etc.)	$ 35.00	Per request	Note C
Library Fines		Fines for late or lost materials	Various	Per day/occurance	Note D
Nursing Application Fee		Nursing Program Application Fee	$ 50.00	Per application	Per application
Non-resident Alien Optional Practical Training Application Fee		Temporary employment for practical training directly rated to the student's major area of study	$ 60.00	Per application	Per application
Parking Permits		Parking Permit Fee	Various - see P;	Per request	Daily/Semester/Annually/Event
Parking Fines		Parking Fines	Various - see P;	Per occurance	Per occurance
Refund Check Reissue Fee		Fee to reissue refund check	$ 25.00	Per request	Per request
Late Fee		Fee for not paying tuition or enrolling in a payment plan by the payment due date	$ 50.00	1st day of term, then monthly	Note E
Installment Plan Fee		Fee for installment plan	$ 30.00	At time of enrollment in plan	Per semester
Installment Plan Late Payment Fee		Fee for late installment plan payment	$ 15.00	At time of late payment	Per occurance
Short-term Student Loan Fee		Fee for short-term student loan	$ 5.00	Per request	Monthly
Returned Checks		Returned check charge	$ 35.00	Per occurance	Per occurance
Transcript Fee		Fee for student transcripts	$ 7.50	When ordered	Per request
Duplicate Diploma Fee		Fee to replace a lost diploma or want extra copies	$ 20.00	When application is submitted by stud	Per application
Graduation Fee		Fee to process a students application to have an official degree audit and posting	$ 20.00	When application is submitted by stud	Per application
Dr of Philosophy Application Fee		Ph.D. Nursing Program Application Fee	$ 55.00	Per application	Per application
Nursing Accelerated BSN Program Application Fee		Accelerated BSN Program Application Fee	$ 50.00	Per application	Per application
Nursing BS Completion Program Application Fee		Nursing BS Program Application Fee	$ 50.00	Per application	Per application
Nursing LPN-BS Program Application Fee		Nursing LPN-BS Program Application Fee	$ 50.00	Per application	Per application
MS of Nursing Application Fee		MS of Nursing Program Application Fee	$ 50.00	Per application	Per application
Dr of Nursing Practice Application Fee		Dr of Nursing Practice Program Application Fee	$ 55.00	Per application	Per application
Traditional Bachelor Nursing Program Application Fee		Traditional Bachelor Nursing Program Application Fee	$ 50.00	Per application	Per application
Social Work Program Application Fee		Social Work Program Application Fee	$ 30.00	Per application	Per application
Academic Undergraduate Application Fee	Note A	Undergraduate Application Fee	$ 50.00	Per application	Per application
COT Undergraduate Application Fee	Note B	COT Application Fee	$ 50.00	Per application	Per application
Graduate School Application Fee		Graduate School Application Fee	$ 60.00	Per application	Per application
Graduate School Application Fee for Non-Degree Seeking Students		Non-Degree Seeking Graduate School Application Fee	$ 30.00	Per application	Per application
Intensive English Institute Application Fee		Intensive English Institute Application Fee	$ 25.00	Per application	Per application

Note A: Academic Undergraduate Application Fee: not mandatory for Idaho resident students utilizing the Apply Idaho initiative or attending an application day, which is an event held at high schools by ISU to help students complete the application. Fee is waived in other circumstances such as students receiving government assistance or facing financial hardship.

Note B: COT Undergraduate Application Fee: not mandatory for students who work with the Center for New Directions and START programs, students utilizing the Apply Idaho initiative, or students attending an application day. The application fee may be waived if a student faces circumstances where the fee would create an obstacle to attending the COT.

Note C: $35 a semester for Fall and Spring, $30 for Summer semester

Note D: $0.30/day late books; $100 lost book; $1.00/day periodicals and reference materials; $0.50/hour reserve materials; $10 annually for community borrower

Note E: $50 if tuition and fees not paid by bill due date; $50 if tuition and fees are not paid by the last day to drop the class; Additional $50/month if tuition and fees are not paid in full or by payment plan agreement

Fees paid First-time/Full-time students:	Tuition and mandatory fees (facility, activity and technology fee)	$ 7,166.00
	New Student Orientation Fee	$ 100.00
	Total FY 2018 Resident First-time/Full-time student	$ 7,266.00

University of Idaho

Fee Name	Fee Description	Fee Amount	When Assessed	Frequency
Undergraduate Admissions				
Application Fee	Application Fee (Idaho State Residents)	$ -	N/A	N/A
Application Fee	Application Fee (Out of State Residents)	$ 60.00	At Application	Once
Application Fee	Application Fee (International Students)	$ 70.00	At Application	Once
Application Fee	Application Fee (Returning UI Students)	$ 30.00	At Application	Once
New Student Orientation Fee	Transfer, non-traditional and all first-year students that are new to U of I Moscow campus	$ 100.00	with the students first, full-time semester bill	Once
Enrollment Deposit - **discontinued effective 4/10/18**	The enrollment deposit is required for all new domestic first-year and transfer students who are planning to enroll at UI in the fall and spring semesters. Qualified waivers may be requested by those who have a government-sponsored or other scholarship that will cover all expenses for tuition, fees, books, etc.**	$ 100.00	Once Admitted	Once Can be used toward tuition, room, board or other charges

** For students assessed this deposit prior to April 10, 2018 $100 will be applied to their student account once class fees have been applied and may be used toward tuition, room, board or other charges.

Fee Name	Fee Description	Fee Amount	When Assessed	Frequency
Registrars Office				
Graduation Application Fee	Graduation Application Fee	$ 25.00	When approved by Registrar's Office	Each application
Graduation Application Fee after deadline	Graduation Application Fee after deadline	$ 60.00	When application approved by Registrar's Office	with each late application
Thesis/Dissertation Binding Fee	Thesis/Dissertation Binding Fee	$ 25.00	When application approved by Registrar's Office	for Master's Thesis students and Doctorate students
Degree Verification after degree awarded	Degree Verification after degree awarded	$ 5.00	When processed	upon request
Duplicate Diploma	Duplicate Diploma	$ 30.00	When requested	when requested
Transcript Fee	Transcript Fee	$ 12.50	When orderd	for each order
Academic Petition	Academic Petition	$ 10.00	with each petition	for each petition
Challenge Exam Fee	Challenge Exam Fee	$35 application + $25 per credit granted	application fee assessed when reviewed; credit cost if credit granted after review	per application
Technical Competency Credit Application	Technical Competency Credit Application	$35 application + $25 per credit granted	application fee assessed when reviewed; credit cost if credit granted after review	for Engineering only
Vertical Credit Application	Vertical Credit Application	$35 application + $25 per credit granted	application fee assessed when reviewed; credit cost if credit granted after review	per application
Experential Credit	Experential Credit	$35 application + $25 per credit granted	application fee assessed when reviewed; credit cost if credit granted after review	per application
Withdraw Course Fee	Withdraw Course Fee	$ 5.00	when student withdraws from a course	for each withdrawn course
Graduate Programs				
Application Fee	Domestic Graduate Application Fee	$ 60.00	at application	once per student
Application Fee	International Graduate application Fee	$ 70.00	at application	once per student
Application Fee	Deferred application fee	$ 30.00	at request for deferred admission	once per student
Readmission Fee	Graduate re-admission fee	$ 30.00	at request for re-admission	once per student
International Programs				
Intl Program Fee	ISSFS student programming fee per undergraduate, graduate and on campus exchange students	$ 100.00	Fall/Spring	Per Semester, per student
Sponsored Student Fee	ISSFS sponsored student fee per sponsored student	$ 300.00	Fall/Spring	Per Semester, per student
Intl Student Orientation Fee	Orientation fee per new undergraduate, graduate and non-degree exchange student	$ 100.00	Fall/Spring	Per Semester, per student
Late Orientation Fee	Late fee in addition to the Intl Student Orientation Fee per student that missed orientation	$ 100.00	Fall/Spring	Per Semester, per student
ALCP Application Fee	Application fee per ALCP applicant	$ 70.00	Fall/Spring	Per new student, each student charged only when they submit an application
ALCP Tuition	ALCP tuition per ALCP student per ALCP 8 week session	$ 2,808.00	Fall 1 & 2 Spring 1 & 2 Summer	5 times per academic year, per student
ALCP Orientation Fee	ALCP orientation fee per new ALCP student	$ 100.00	Fall 1 & 2 Spring 1 & 2 Summer	Per new student, each student charged only on their first session in the ALCP
ALCP Late Orientation Fee	ALCP late orientation fee in addition to the ALCP orientation fee per ALCP student that missed orientation	$ 50.00	Fall 1 & 2 Spring 1 & 2 Summer	Only once if a new student was late to orientation

University of Idaho

Fee Name	Fee Description	Fee Amount	When Assessed	Frequency
ALCP Registration Fee	ALCP registratin fee per ALCP student per ALCP 8 week session	$ 25.00	Fall 1 & 2 Spring 1 & 2 Summer	Per session, 5 times per year
ALCP Program Fee	ALCP programming fee per ALCP student per ALCP 8 week session	$ 50.00	Fall 1 & 2 Spring 1 & 2 Summer	Per session, 5 times per year
ALCP Sponsored Student Fee	ALCP sponsored student fee per ALCP student per ALCP 8 week session	$ 150.00	Fall 1 & 2 Spring 1 & 2 Summer	Per session, 5 times per year
ALCP SACM Sponsored Student Fee	ALCP SACM sponsored student fee per ALCP student per ALCP 8 week session	$ 75.00	Fall 1 & 2 Spring 1 & 2 Summer	Per SACM sponsored student per session, 5 times per year
Education Abroad Application Fee	E.A. application fee per applicant	$ 150.00	Fall/Spring	Per applicant
Education Abroad Administration Fee	E.A. administration fee per student (USAC, ISA, CIEE particpants)	$ 400.00	Fall/Spring	Per semester
Education Abroad Program Fee	E.A. program fee per student (for other partners)	$ 500.00	Fall/Spring	Per Semester, per student
National Student Exchange Application Fee	NSE application fee per applicant	$ 250.00	Fall/Spring	Per applicant
National Student Exchange Administration Fee	NSE administration fee per applicant	$ 200.00	Fall/Spring	Per applicant

Fees paid First-time/Full-time students:	Tuition and mandatory fees (facility, activity and technology fee)	$ 7,488.00		
	New Student Orientation Fee	$ 100.00		
	*Enrollment Confirmation Fee - **DISCONTINUED 4/10/18***	*$ 100.00*		Can be used toward tuition, room, board or other charges
	Total FY 2018 Resident First-time/Full-time student	$ 7,688.00		

Lewis-Clark State College

Processing Fees for Academic Programs or Services

Fee Name	Fee Description	Fee Amount	When Assessed	Frequency
Application	No fee to apply to LCSC	$ -		
Graduation	No fee to graduate; transcript not included	$ -		
Orientation	No fee for orientation	$ -		
Parking	Annual parking permit fee	$ 10.00	Optional	Annual
Transcript	College transcript	$ 10.00	Optional	Per transcript
Diploma	First diploma free, reorders at a charge	$ 25.00	Optional	Per diploma
Application	Nursing program	$ 35.00	Upon application	One time fee
Application	Radiography Sciences program	$ 35.00	Upon application	One time fee
Application	Teacher Education	$ 30.00	Upon application	One time fee
Application	International student college or Institute for Intensive English	$ 50.00	Upon application	One time fee
Application	International student homestay fee for finding housing	$ 100.00	Upon application	One time fee
Application	Study away program	$ 50.00	Upon application	One time fee
Application	Exchange students on LCSC partner programs	$ 50.00	Upon application	One time fee
Application	Optional Practical Training Work Program for International Students	$ 50.00	Upon application	One time fee

Fees paid First-time/Full-time students:	Tuition and mandatory fees (facility, activity and technology fee)	$	6,334.00
	Total FY 2018 Resident First-time/Full-time student	$	6,334.00

College of Southern Idaho
Processing fees for the provision of academic products or services to students.

Fee Name	Fee Description	Fee Amount	When Assessed	Frequency
Replacement Student ID Card Fee	Charge to obtain a replacement campus ID	$ 3.00	when applicable	Once
Tuition Loan Agreement Fee	Processing fee for the Student Tuition Loan Agreement/Payment Plan	$ 50.00	When applicable	Once
Late Fees	Charge for late payments on Tuition and Tuition Loan Agreement	75.00	When applicable	after missed payment, could occur up to 4 times per semester
Returned Check / ACH Fee	Fee for insufficient funds	$ 20.00	When applicable	Once
Application	No fee to apply to CSI	$ -		
Paper Application	if prospective student does not apply online and submits paper copy	$ 10.00	when applicable	Once
Graduation	No fee to graduate	$ -		
Orientation	SOAR--New student orientation, required to complete before attending	$ 25.00	at time of registration	Once
Parking Fines	Improper parking	$10.00 to $15.00	at time of occurrence	per occurrence
Parking Fines	Parking in handi-cap space	$ 25.00	at time of occurrence	per occurrence
Transcript	Official Transcript, price will vary upon delivery method	$ 7.00	at time of request	Per transcript
Unofficial Transcript	unofficial transcript printed by Registrar	$ 2.00	at time of request	Per transcript
Diploma	No charge			
Replacement Diploma	charge for a replacement or duplicate diploma	$ 35.00	at time of request	per diploma
Library Fee	Excessive late fee charged at the end of the semester	$ 10.00	when applicable	per item
HSHS Student Name Badges	name badges for Health Science students	10.00	when applicable	per badge
Challenge Credit Exam Fee	no charge for the exam, 20% on in-state-tuition charge to transcript the credits		when applicable	per occurrence

Fees paid First-time/Full-time students:	Tuition and mandatory fees	$ 3,120.00
	New Student Orientation Fee	$ 25.00
	Total FY 2018 Resident First-time/Full-time student	$ 3,145.00

College of Eastern Idaho
Processing Fees for Academic Programs or Services

Fee Name	Fee Description	Fee Amount	When Assessed	Frequency
Application Fees	No fee to apply to CEI	$ -		
Parking Fees	No Parking Fee	$ -		
Student ID Replacement	Fee charged when a duplicate ID is issued to student	$ 10.00	Upon issuance of new ID	Per Transaction
Computer Usage Fee	Allows students to use computer labs and network printers	$ 15.00	When a student registers for classes	Per Semester
Credit Card Fee	No fee to use a credit card to pay fees. Policy will change with the implementation of TouchNet	$ -	Upon payment	Per Transaction
Refund Check Fee	Admin fee for students who withdrawl and are issued a refund check.	$ 10.00	Upon total withdrawl	Per Transaction
Transcript Fee	Students requesting official transcripts	$ 10.00	Optional	Per Transcript
Graduation Fee	Graduation application fee. Does not cover cap and gown.	$ 15.00	Upon applying for graduation	Per Application
Testing Fees	GAIN test fee	$ 15.00	Upon registering for test	Per Test
Testing Fees	Math placement A or B	$ 10.00	Upon registering for test	Per Test

Fees paid First-time/Full-time students:	Tuition and mandatory fees	$ 2,464.00
	Total FY 2018 Resident First-time/Full-time student	$ 2,464.00

College of Western Idaho

Section VRC3iv: Processing fees for the provision of academic products or services to students.

Fee Name	Fee Description	Fee Amount	When Assessed	Frequency
New Student ID Card Fee	Charge for new students to obtain a campus ID	$ -	At registration	Once
Replacement ID card	replace ID card	$ 5.00	At time of issue	
Fee Payment Deadline Late Fee	Late fees are assigned the day after payment due date	$ 50.00	When applicable	Once
Payment plan late fee	Charged after late payments on payment plans	$ 15.00	When applicable	Monthly, if balance is due
Returned Check / ACH Fee	Fee for insufficient funds	$ 25.00	When applicable	Once
Returned Echeck	Online echeck payment NSF	$ 4.75		
Tuition and Fees payment plan fees	set up charges	$30-50		
Reinstatement fee		$10 per credit	we are not currently charging	
Special course fee	board approved - added to billing	varies		

Other Charges Assessed by 3rd party:

Credit Card Fee	Fee charge by third party for use of a credit card to pay bill. CWI does not receive this fee revenue.	2.50%		
Transcript Fee	Fee charged by national clearing house to process transcripts	Varies, $10 for standard request	With application	Once per transcript

Fees paid First-time/Full-time students:	Tuition and mandatory fees	$ 3,336.00		
	Total FY 2018 Resident First-time/Full-time student	$ 3,336.00		

North Idaho College

Section VRC3iv: Processing fees for the provision of academic products or services to students.

Fee Name	Fee Description	Fee Amount	When Assessed	Frequency
Cardinal Card Replacement Fee	Charge for replacement of student ID	$ 20.00	When applicable	Once
T&F Payment Deadline Late Fee	T&F deadline is the day before classes start. If a student's bill is not paid by the 100% refund deadline, this fee is assessed.	$ 50.00	When applicable	Once
Returned Check / ACH Fee	Fee for insufficient funds	$ 25.00	When applicable	Once
Installment Plan Application Fee	Fee for installment plan	$ 25.00	At time of enrollment in plan	Per semester
Installment Plan Late Fees	Fee for late installment plan payment	$ 25.00	At time of late payment	Per occurrence
Parking Permit	Parking Permit Fee	$ 32.00	Upon purchase	Annually
Staff/Faculty Parking Permit	Staff/Faculty Parking Permit Fee	$ 47.00	Upon purchase	Annually
Parking Permit Replacement Fee	Replacement Fee for Parking Permit	$ 20.00	Upon purchase	Per occurrence
Parking Fines	Parking Fines	$20-50	Per occurrence	Per occurrence
Transcript Fee	Fee to process transcripts	Varies, $7 for standard request	By request	Once per transcript
Credit by Exam Fee	Fee to challenge a course and receive credit	$ 10.00	per credit	Upon request
Transcription Fee	Fee to transcribe WFTC credits	$ 10.00	per credit	Upon request
Modern Language Vertical Placement Fee	Fee to receive credit for lower lever courses after advanced level course completion	$ 10.00	per credit	Upon request

Fees paid First-time/Full-time students:	Tuition and mandatory fees	$ 3,360.00
	Total FY 2018 Resident First-time/Full-time student	$ 3,360.00

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COLLEGE AND UNIVERSITIES

SUBJECT
> FY 2019 Student Tuition & Fee Rates (Academic Year 2018-2019)

REFERENCE

February 2013	Board approved second reading for V.R. Policies regarding Board approval for New Student Orientation fees
February 2014	Board approved second reading for V.R. Policies regarding Board approval for Senior Citizen Fee with eligibility determined by each institution
December 2014	Board approved second reading for V.R. Policies regarding online program fees, clarifying the Technology Fee, adding Dual Credit and Summer Bridge Program fees, and revising special course fees
December 2015	Board approved second reading for V.R. Policies regarding in-service teacher fees, clarifying online program fees, and adding Independent Study in Idaho fee
April 2016	Board approved second reading for V.R. Policies eliminating requirement to obtain professional licensure prior to practicing a given profession as a prerequisite for establishing a professional fee for an academic professional program

APPLICABLE STATUTE, RULE, OR POLICY
> Idaho State Board of Education Governing Policies & Procedures, Sections III.Y., V.R.
> Idaho Code § 33-3717A

ALIGNMENT WITH STRATEGIC PLAN
> Goal 1 ("A Well Educated Citizenry") Objective A ("Access: Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.").

BACKGROUND/DISCUSSION
> Board policy V.R. defines fees and the process to change fees, and establishes the approval level required for the various student fees (Chief Executive Officer or the Board). The policy provides in part:

> > "In setting fees, the Board will consider recommended fees as compared to fees at peer institutions, percent fee increases compared to inflationary factors, fees as a percent of per capita income and/or household income, and the share students pay of their education costs. Other criteria may be considered as is deemed appropriate at the time of a fee change."

Per board policy, Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), and Lewis-Clark State College (LCSC) notified students of proposed fee increases and conducted public hearings. Their respective presidents are now recommending to the Board student tuition and fee rates for FY 2019.

Reference Documents
Page 9 displays information from the *2018 Sine Die Report* showing the decline in the percentage of the General Fund allocated to the College & Universities over the last 24 years compared to other state budgeted programs. Since 1996, the portion allocated to College & Universities (CU) has decreased from 12.7% to 8.1%. However looking at the longer term, in 1975 the portion was 20.8%.

Page 10 shows the percentage of total appropriation for General Funds, endowment funds and tuition and fees since 1980.

Page 11 compares the WICHE average tuition and fees by Carnegie classification to the Idaho institutions for fiscal years 2017-18, 2016-17, 2012-13 and 2007-08 for undergraduate/graduate and resident/non-resident students.

Page 12 shows a summary of FY 2019 annual requested tuition and fees.

Staff has prepared charts similar to those included in each institution's tab by aggregating the data for the 4-year institutions. The charts are described below:

Page 13 – Cost of Attending College vs. Per Capita Income
The purpose of this chart is to show the increasing cost to attend college (student fees, books and supplies, room and board, personal expenses, and transportation) compared to the per capita income from 2007 to 2017. Each institution has a chart showing similar information. The "cost" of attendance reflects full tuition and fees, which differs from the actual "price" of attendance which would reflect cost net of tuition discounts through financial aid and scholarships.

The average cost to attend Idaho's 4-year institutions has grown from $14,578 in 2007 to $19,401 in 2017, or 33%, while the Idaho per capita income has increased from $32,580 to $40,444, or 24%. The increases in the cost to attend college from 2007 to 2017 are as follows:

Tuition & Fees	67%
Books and Supplies	5%
Room and Board	43%
Personal and Transportation *	-5%
Total Cost to Attend	33%

* Boise State University moved some personal and transportation costs to room and board in FY 2017.

Page 14: Cost to Deliver College
The purpose of this chart is to show the costs to deliver college, changes in student enrollment and cost per student full time equivalent (FTE.) The increases in the cost to deliver college (by major expenditure functional categories) from 2007 to 2017 are as follows:

Instruction	20%
Academic Support	51%
Student Services	65%
Library Services	24%
Athletics & Auxiliaries	29%
Plant and Depreciation	37%
Institutional Support	71%
Financial Aid	126%
Total Increase in Cost to Deliver College	35%

At the same time, student FTE (horizontal red line page 14) has increased by 2.1%.

Page 15: Resident Tuition & Fees, Consumer Price Index (CPI), Per Capita Income, and Average Annual Wage

The purpose of this chart is to show the annual percentage increase from 2007 to 2018 for resident tuition & fees, CPI, Idaho Per Capita Income, and Idaho Average Annual Wage. As the chart indicates, historically, when per capita income and annual wages have increased at a higher rate than the previous year, fees have correspondingly increased at a lesser rate. The opposite is also true, when income and wages have increased at a slower rate than the previous year, fees have correspondingly increased at a faster rate. This trend changed starting in FY 2011.

Page 16: Average CU Full-time Resident Fees as a % of Per Capita Income

The purpose of this chart is to show the percentage the sticker price for Idaho resident students is to the Idaho per capita income. The rate has grown from 5.1% in 1981 to 17.5% in 2018.

Page 17: Percentage of CU Total Appropriation by Source

The purpose of this chart is to show the percentage of the total appropriation for the College and Universities from General Account, Student Fees and Endowment funds.

Pages 18-19: Tuition/Fee Waivers and Discounts and Chart

The purpose of this report is to show the dollar value of tuition & fee waivers granted by each institution along with the Board policy section authorizing each type of waiver. The report also includes discounts such as staff, spouse, dependent, and senior citizen fees which are not waivers.

The Chart shows the amount of discounts and waivers as a percentage of gross student fees.

Institution Fee Proposals

The detailed fee proposals for each institution are contained in separate tabs (LCSC, UI, BSU and ISU), and each section includes the following:

- Narrative justification of the fee increase request and planned uses of the additional revenue.
- Schedule detailing the tuition and fee changes.
- Schedule projecting the amount of revenue generated from the tuition and fee changes.
- Schedule showing expenditures which will be covered by revenues from tuition and fee increases
- Schedule displaying a 4-year history of Board-approved fees and the FY 2019 requested fees.
- The same charts as found on pages 13-15 (and described above) at a disaggregated, institution specific level:
  o Chart: Cost of Attending College vs. Per Capita Income
  o Chart: Cost to Deliver College and Cost to Deliver Per Student FTE
  o Chart: Annual % Increase for Fees, CPI, Per Capita Income, and Average Wage
- Chart showing comparison of institution tuition and fees to peer averages with and without aspirational peers.

IMPACT

Full-time resident tuition and fee increases being requested by the institutions for FY 2019 (academic year 2018-2019) are as follows (in the order they will be presented):

	FY18	FY19	% Inc.
Lewis-Clark State College	$6,334	$6,618	4.5%
University of Idaho	$7,488	$7,940	6.0%
Boise State University	$7,326	$7,700	5.1%
Idaho State University	$7,166	$7,420	3.5%

STAFF COMMENTS

At the request of staff, each of the above four institutions conducted a tuition/fee analysis of the impact of unfunded "must pay" items that resulted from the FY2019 Legislative appropriation. Health benefits actually decreased by $1,450 per FTP

for all four institutions. The University of Idaho is not on the state health insurance plan, so a loss in state funding would affect their ability to pay health benefits for their employees funded on the general fund. Consequently, the Legislature appropriated one-time general funds to offset this reduction in health benefits funding. There was no "fund shift" action taken during this Legislative session to cover fully the cost of Change in Employee Compensation (CEC). That funding gap puts pressure on student tuition and (as applicable) endowment funds if college and university employees are to receive the same compensation directed by lawmakers for other state employees.

The Business Affairs and Human Resources (BAHR) Committee has reviewed the institutions' analyses of how much additional revenue would be generated by their proposed tuition/fee increases and how those dollars would be used to cover CEC and other key needs. Meanwhile, Board staff worked behind the scenes during the session to educate legislators on the rationale behind the level of annually reappropriated dollars for the college and universities, and the mechanics of the one-time "reserve" balances maintained by the institutions to cover unfunded infrastructure needs and other initiatives.

Representatives from the institutions will be prepared to answer questions during this agenda item regarding their tuition/fee requests and describe the rationale and proposed uses of funds generated by their respective requests. At the request of BAHR, institutions have considered tuition/fee options which would, where possible, minimize the adverse impacts on resident, full-time, undergraduate students. Motion sheets also address percentage and dollar increases for non-resident full-time students and other fees for other categories of students as presented by the institutions.

Motions are provided, in accordance with Board policy, to enable the Board to approve FY2019 fees for dual credit courses delivered at secondary schools, bridge program fees, and transcription fees.

BOARD ACTION

LEWIS-CLARK STATE COLLEGE:
I move to increase the FY 2019 annual undergraduate full-time resident tuition and fees at Lewis-Clark State College by _____% ($_____) for a total dollar amount of $_____; and to increase the annual full-time tuition for nonresident undergraduate students by _____ % ($_____) for a total dollar amount of $_____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2019 Lewis-Clark State College tuition and fees worksheet which will be made part of the written minutes.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

UNIVERSITY OF IDAHO:
I move to increase the FY 2019 annual undergraduate full-time resident tuition and fees at University of Idaho by _____% ($_____) for a total dollar amount of $_____; and to increase the annual full-time tuition for nonresident undergraduate students by _____ % ($_____) for a total dollar amount of $_____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2019 University of Idaho tuition and fees worksheet which will be made part of the written minutes.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

BOISE STATE UNIVERSITY:
I move to increase the FY 2019 annual undergraduate full-time resident tuition and fees at Boise State University by _____% ($_____) for a total dollar amount of $_____; and to increase the annual full-time tuition for nonresident undergraduate students by _____ % ($_____) for a total dollar amount of $_____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2019 Boise State University tuition and fees worksheet which will be made part of the written minutes.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

IDAHO STATE UNIVERSITY:
I move to increase the FY 2019 annual undergraduate full-time resident tuition and fees at Idaho State University by ____% ($____) for a total dollar amount of $_____; to authorize the University to establish the tuition portion of this total dollar amount ($5,645.00) as the base tuition for eligible students in the FY 2019 cohort for the University's "Tuition Lock" initiative; and to increase the annual full-time tuition for nonresident undergraduate students by ____ % ($____) for a total dollar amount of $_____.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

I move to approve all other fees set forth in the FY 2019 Idaho State University tuition and fees worksheet which will be made part of the written minutes.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Dual Credit Fee

I move to set the statewide dual credit fee at $65 per credit for courses delivered at secondary schools, including courses taught online using instructional staff hired by the high school or the Idaho Digital Learning Academy, for fiscal year 2019.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Transcript Fee

I move to set the statewide transcript fee at $10 per credit for fiscal year 2019 for students enrolled in a qualified Workforce Training course where the student elects to receive credit.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Summer Bridge Program Fee

I move to set the statewide summer bridge program fee at $65 per credit for fiscal year 2019 for students admitted into a summer bridge program at an institution the summer immediately following graduation from high school and enrolling in pre-determined college-level courses at the same institution the fall semester of the same year.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Twenty-Four Year History of General Fund
Original Appropriations: FY 1996 to FY 2017
Millions of Dollars
DRAFT

Information in the tables as of 3-30-2017 and several appropriation bills have not yet been acted on by the Governor. A veto of any of those bills would reduce the overall appropriation and could change the percentages shown.

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare	Adult & Juv Corrections	All Other Agencies	Total Gen Fund
2019	$1,785.3	$295.8	$214.3	$2,295.3	$765.2	$282.5	$309.6	$3,652.7
2018	$1,685.3	$287.1	$198.9	$2,171.2	$706.1	$262.1	$311.3	$3,450.7
2017	$1,584.7	$279.5	$187.5	$2,051.7	$677.1	$256.2	$288.0	$3,273.0
2016	$1,475.8	$258.8	$169.7	$1,904.3	$649.5	$247.4	$270.7	$3,071.9
2015	$1,374.6	$251.2	$153.7	$1,779.5	$637.3	$243.3	$276.0	$2,936.1
2014	$1,308.4	$236.5	$143.0	$1,687.9	$616.8	$218.3	$258.0	$2,781.0
2013	$1,279.8	$228.0	$138.0	$1,645.7	$610.2	$205.5	$240.7	$2,702.1
2012	$1,223.6	$209.8	$128.3	$1,561.7	$564.8	$193.1	$209.3	$2,529.0
2011	$1,214.3	$217.5	$129.9	$1,561.7	$436.3	$180.7	$205.1	$2,383.8
2010*	$1,231.4	$253.3	$141.2	$1,625.8	$462.3	$186.8	$231.7	$2,506.6
2009	$1,418.5	$285.2	$175.1	$1,878.8	$587.3	$215.9	$277.3	$2,959.3
2008	$1,367.4	$264.2	$166.2	$1,797.7	$544.8	$201.2	$276.9	$2,820.7
2007*	$1,291.6	$243.7	$148.4	$1,683.7	$502.4	$178.0	$229.7	$2,593.7
2006	$987.1	$228.9	$141.8	$1,357.9	$457.7	$152.2	$213.2	$2,180.9
2005	$964.7	$223.4	$138.3	$1,326.3	$407.6	$142.8	$205.5	$2,082.1
2004	$943.0	$218.0	$131.3	$1,292.3	$375.8	$140.6	$195.3	$2,004.1
2003	$920.0	$213.6	$130.4	$1,264.0	$359.6	$145.0	$199.3	$1,967.9
2002	$933.0	$236.4	$142.1	$1,311.5	$358.0	$147.3	$227.5	$2,044.3
2001*	$873.5	$215.0	$121.1	$1,209.5	$282.1	$123.2	$189.2	$1,804.0
2000	$821.1	$202.0	$110.4	$1,133.4	$270.7	$108.5	$162.1	$1,674.7
1999	$796.4	$192.9	$103.5	$1,092.8	$252.7	$106.4	$159.0	$1,610.8
1998	$705.0	$178.6	$94.4	$978.0	$236.6	$90.3	$134.0	$1,438.9
1997	$689.5	$178.0	$94.4	$961.9	$238.5	$78.6	$133.7	$1,412.7
1996*	$664.0	$171.0	$88.8	$923.8	$224.3	$73.5	$127.3	$1,348.8

Percentage of Total

Fiscal Year	Public Schools	College & Universities	All Other Education	Total Education	Health & Welfare	Adult & Juv Corrections	All Other Agencies	Total
2019	48.9%	8.1%	5.9%	62.8%	20.9%	7.7%	8.5%	100%
2018	48.8%	8.3%	5.8%	62.9%	20.5%	7.6%	9.0%	100%
2017	48.4%	8.5%	5.7%	62.7%	20.7%	7.8%	8.8%	100%
2016	48.0%	8.4%	5.5%	62.0%	21.1%	8.1%	8.8%	100%
2015	46.8%	8.6%	5.2%	60.6%	21.7%	8.3%	9.4%	100%
2014	47.0%	8.5%	5.1%	60.7%	22.2%	7.8%	9.3%	100%
2013	47.4%	8.4%	5.1%	60.9%	22.6%	7.6%	8.9%	100%
2012	48.4%	8.3%	5.1%	61.8%	22.3%	7.6%	8.3%	100%
2011	50.9%	9.1%	5.5%	65.5%	18.3%	7.6%	8.6%	100%
2010*	49.1%	10.1%	5.6%	64.9%	18.4%	7.5%	9.2%	100%
2009	47.9%	9.6%	5.9%	63.5%	19.8%	7.3%	9.4%	100%
2008	48.5%	9.4%	5.9%	63.7%	19.3%	7.1%	9.8%	100%
2007*	49.8%	9.4%	5.7%	64.9%	19.4%	6.9%	8.9%	100%
2006	45.3%	10.5%	6.5%	62.3%	21.0%	7.0%	9.8%	100%
2005	46.3%	10.7%	6.6%	63.7%	19.6%	6.9%	9.9%	100%
2004	47.1%	10.9%	6.6%	64.5%	18.8%	7.0%	9.7%	100%
2003	46.8%	10.9%	6.6%	64.2%	18.3%	7.4%	10.1%	100%
2002	45.6%	11.6%	7.0%	64.2%	17.5%	7.2%	11.1%	100%
2001*	48.4%	11.9%	6.7%	67.0%	15.6%	6.8%	10.5%	100%
2000	49.0%	12.1%	6.6%	67.7%	16.2%	6.5%	9.7%	100%
1999	49.4%	12.0%	6.4%	67.8%	15.7%	6.6%	9.9%	100%
1998	49.0%	12.4%	6.6%	68.0%	16.4%	6.3%	9.3%	100%
1997	48.8%	12.6%	6.7%	68.1%	16.9%	5.6%	9.5%	100%
1996*	49.2%	12.7%	6.6%	68.5%	16.6%	5.4%	9.4%	100%

2010* *Moved Deaf/Blind School from "Other Education" to "Public Schools"; Historical Society and Libraries to "All Other Agencies".*

2007* *Adjusted for H1 of 2006 Special Session which increased Public Schools General Fund by $250,645,700.*

2001* *Moved Department of Environmental Quality and Veterans Services from H&W to "All Other Agencies".*

1996* *Moved Juvenile Corrections from Health and Welfare to "Adult & Juv Corrections".*

	State Support		**State Support**			**Percent of Total**		
Fiscal Year	**General Funds**	**Endowment Funds**	**Subtotal**	**Tuition**	**TOTAL**	**General Fund**	**State Supp**	**Tuition**
1980	59,600,000	3,165,200	62,765,200	4,873,000	67,638,200	88.1%	92.8%	7.2%
1981	63,432,000	4,583,000	68,015,000	5,102,700	73,117,700	86.8%	93.0%	7.0%
1982	64,497,400	5,267,200	69,764,600	10,529,800	80,294,400	80.3%	86.9%	13.1%
1983	65,673,700	6,145,900	71,819,600	13,495,800	85,315,400	77.0%	84.2%	15.8%
1984	70,000,000	5,769,400	75,769,400	13,100,000	88,869,400	78.8%	85.3%	14.7%
1985	80,897,300	5,644,000	86,541,300	16,569,000	103,110,300	78.5%	83.9%	16.1%
1986	88,000,000	5,840,800	93,840,800	16,048,000	109,888,800	80.1%	85.4%	14.6%
1987	90,700,000	5,447,000	96,147,000	16,462,300	112,609,300	80.5%	85.4%	14.6%
1988	101,674,700	5,447,000	107,121,700	16,462,300	123,584,000	82.3%	86.7%	13.3%
1989	106,000,000	5,657,100	111,657,100	17,471,000	129,128,100	82.1%	86.5%	13.5%
1990	115,500,000	6,342,100	121,842,100	18,374,800	140,216,900	82.4%	86.9%	13.1%
1991	133,264,300	6,547,100	139,811,400	20,287,800	160,099,200	83.2%	87.3%	12.7%
1992	141,444,000	6,547,100	147,991,100	23,628,300	171,619,400	82.4%	86.2%	13.8%
1993	137,610,000	6,547,100	144,157,100	27,084,600	171,241,700	80.4%	84.2%	15.8%
1994	146,013,700	7,019,800	153,033,500	31,342,800	184,376,300	79.2%	83.0%	17.0%
1995	164,560,600	7,019,800	171,580,400	40,698,300	212,278,700	77.5%	80.8%	19.2%
1996	170,951,800	8,333,000	179,284,800	44,199,100	223,483,900	76.5%	80.2%	19.8%
1997	173,531,800	8,615,400	182,147,200	43,605,200	225,752,400	76.9%	80.7%	19.3%
1998	178,599,700	9,590,900	188,190,600	47,491,900	235,682,500	75.8%	79.8%	20.2%
1999	192,917,100	11,368,800	204,285,900	52,424,600	256,710,500	75.1%	79.6%	20.4%
2000	201,960,100	12,340,000	214,300,100	55,108,400	269,408,500	75.0%	79.5%	20.5%
2001	214,986,500	13,011,400	227,997,900	59,520,900	287,518,800	74.8%	79.3%	20.7%
2002	236,439,800	15,906,700	252,346,500	63,089,600	315,436,100	75.0%	80.0%	20.0%
2003	213,558,800	13,635,900	227,194,700	67,127,300	294,322,000	72.6%	77.2%	22.8%
2004	218,000,000	11,964,600	229,964,600	97,207,800	327,172,400	66.6%	70.3%	29.7%
2005	223,366,200	10,020,500	233,386,700	107,907,800	341,294,500	65.4%	68.4%	31.6%
2006	228,934,100	9,519,600	238,453,700	111,659,800	350,113,500	65.4%	68.1%	31.9%
2007	243,726,400	7,624,800	251,351,200	121,223,700	372,574,900	65.4%	67.5%	32.5%
2008	264,227,700	7,851,500	272,079,200	126,932,600	399,011,800	66.2%	68.2%	31.8%
2009	285,151,500	8,595,000	293,746,500	129,103,000	422,849,500	67.4%	69.5%	30.5%
2010	253,278,100	9,616,400	262,894,500	131,587,900	394,482,400	64.2%	66.6%	33.4%
2011	217,510,800	9,616,600	227,127,400	146,253,000	373,380,400	58.3%	60.8%	39.2%
2012	209,828,300	9,616,600	219,444,900	177,262,700	396,707,600	52.9%	55.3%	44.7%
2013	227,950,500	9,927,400	237,877,900	208,484,300	446,362,200	51.1%	53.3%	46.7%
2014	236,543,600	10,729,200	247,272,800	218,629,200	465,902,000	50.8%	53.1%	46.9%
2015	251,223,200	12,528,000	263,751,200	234,825,500	498,576,700	50.4%	52.9%	47.1%
2016	258,776,400	13,980,000	272,756,400	247,721,900	520,478,300	49.7%	52.4%	47.6%
2017	280,706,500	15,840,000	296,546,500	259,589,300	556,135,800	50.5%	53.3%	46.7%
2018	287,053,200	15,840,000	302,893,200	262,065,500	564,958,700	50.8%	53.6%	46.4%
2019	295,763,200	16,443,200	312,206,400	264,580,000	576,786,400	51.3%	54.1%	45.9%

College & Universities Funding History
(appropriated funds only)

College and Universities
Tuition and Fees by Carnegie Classification
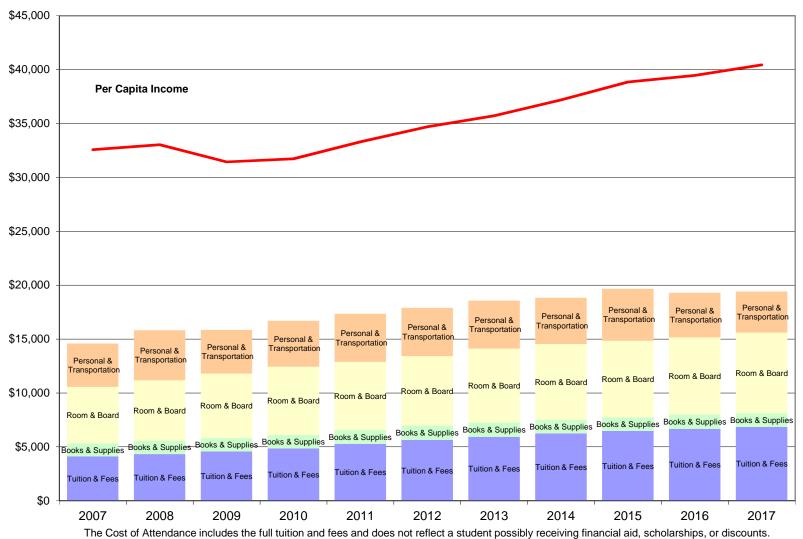
Undergraduate Fees

Institution	Classification	| Resident |				| Non-Resident |			
		2017-18	2016-17	2012-13	2007-08	2017-18	2016-17	2012-13	2007-08
WICHE Average	Higher Research Activity	8,913	8,539	7,595	5,252	23,284	22,320	19,681	14,773
University of Idaho	Higher Research Activity	7,488	7,232	6,212	4,410	23,812	22,040	19,000	14,490
Percentage of WICHE Average		84%	85%	82%	84%	102%	99%	97%	98%
WICHE Average	Moderate Research Activity	8,109	6,677	6,167	3,786	22,237	19,077	17,511	13,258
Boise State University	Moderate Research Activity	7,326	7,080	5,884	4,410	22,642	21,530	17,324	12,577
Percentage of WICHE Average		90%	106%	95%	116%	102%	113%	99%	95%
Idaho State University	Moderate Research Activity	7,166	6,956	6,070	4,400	21,942	21,024	17,870	13,084
Percentage of WICHE Average		88%	104%	98%	116%	99%	110%	102%	99%
WICHE Average	Baccalaureate Colleges	6,800	6,407	5,612	4,152	17,460	16,678	14,995	12,045
Lewis-Clark State College	Baccalaureate Colleges	6,334	6,120	5,562	4,092	18,410	17,620	15,476	11,382
Percentage of WICHE Average		93%	96%	99%	99%	105%	106%	103%	94%

Graduate Fees

Institution	Classification Classification	| Resident |				| Non-Resident |			
		2017-18	2016-17	2012-13	2007-08	2017-18	2016-17	2012-13	2007-08
WICHE Average	Higher Research Activity	10,232	9,911	8,839	6,178	24,105	23,545	20,663	15,729
University of Idaho	Higher Research Activity	8,864	8,530	7,162	4,950	25,188	23,338	19,950	15,030
Percentage of WICHE Average		87%	86%	81%	80%	104%	99%	97%	96%
WICHE Average	Moderate Research Activity	9,501	8,018	7,360	4,489	22,998	19,078	17,369	13,961
Boise State University	Moderate Research Activity	8,754	8,440	6,973	5,239	24,070	22,890	18,413	13,406
Percentage of WICHE Average		92%	105%	95%	117%	105%	120%	106%	96%
Idaho State University	Moderate Research Activity	8,928	8,502	7,150	5,160	23,704	22,570	18,950	13,844
Percentage of WICHE Average		94%	106%	97%	115%	103%	118%	109%	99%

Colleges & Universities

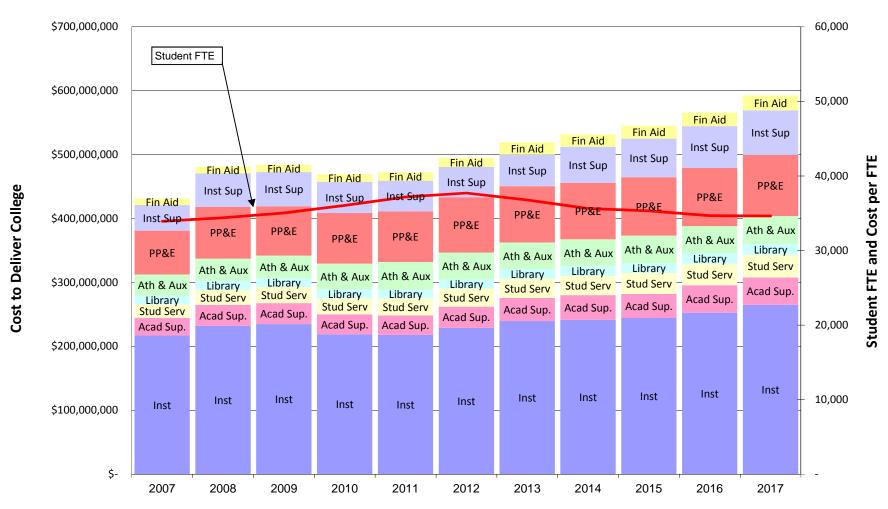## Summary of FY 2019 Annual Student Tuition & Fees - As Requested
Board Meeting: April 18, 2018

	Institution	FY 2018	Requested Increases		Total Requested FY 2019
			Amount	% Incr	
1	**Full-time Tuition & Fees:**				
2	**Resident Tuition and Fees:**				
3	Undergraduate:				
4	Boise State University	$7,326.00	$374.00	5.1%	$7,700.00
5	Idaho State University	$7,166.00	$254.00	3.5%	$7,420.00
6	University of Idaho	$7,488.00	$452.00	6.0%	$7,940.00
7	Lewis Clark State College	$6,334.00	$284.00	4.5%	$6,618.00
8	Average 4 year institutions	$7,078.50			$7,419.50
9	Graduate:				
10	Boise State University	$1,428.00	$73.00	5.1%	$1,501.00
11	Idaho State University	$1,326.00	$66.00	5.0%	$1,392.00
12	University of Idaho	$1,376.00	$112.00	8.1%	$1,488.00
13	Average Graduate	$1,376.67			$1,460.33
14	**Nonresident Tuition and Fees:**				
15	Undergraduate	(In addition to the tuition and fees paid by resident students)			
16	Boise State University	$15,316.00	$782.00	5.1%	$16,098.00
17	Idaho State University	$14,776.00	$744.00	5.0%	$15,520.00
18	University of Idaho	$16,324.00	$1,462.00	9.0%	$17,786.00
19	Lewis Clark State College	$12,076.00	$542.00	4.5%	$12,618.00
20	Average 4 year institutions	$14,623.00			$15,505.50
21					
22	**Part-time Credit Hour Tuition & Fees:**				
23	**Resident Fees: (per credit hour)**				
24	Undergraduate:				
25	Boise State University	$305.00	$45.00	14.8%	$350.00
26	Idaho State University	$359.00	$13.00	3.6%	$372.00
27	University of Idaho	$374.00	$23.00	6.1%	$397.00
28	Lewis Clark State College	$324.00	$14.00	4.3%	$338.00
29	In-Service Teacher Fee	$114.00	$8.00	7.0%	$122.00
30					
31	Graduate:	(In addition to resident undergraduate fees)			
32	Boise State University	$85.00	$13.00	15.3%	$98.00
33	Idaho State University	$67.00	$3.00	4.5%	$70.00
34	University of Idaho	$76.00	$7.00	9.2%	$83.00
35	In-Service Teacher Fee	$143.00	$13.00	9.1%	$156.00
36					
37	**Nonresident Tuition and Fees:**				
38	Pt Tm Nonresident Cr Hr Tuition	(In addition to resident fees)			
39	Boise State University	$295.00	$44.00	14.9%	$339.00
40	Idaho State University	$240.00	$12.00	5.0%	$252.00
41	University of Idaho	$817.00	$72.00	8.8%	$889.00
42	Lewis-Clark State College	$0.00	$0.00	No Fee	$0.00

Cost of Attending College vs. Per Capita Income
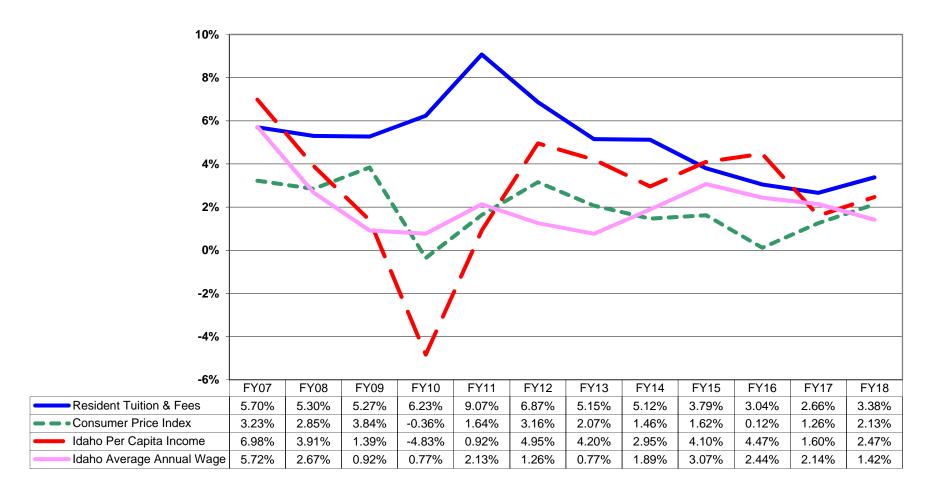## Idaho 4-year Institutions

The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College
Idaho 4-year Institutions
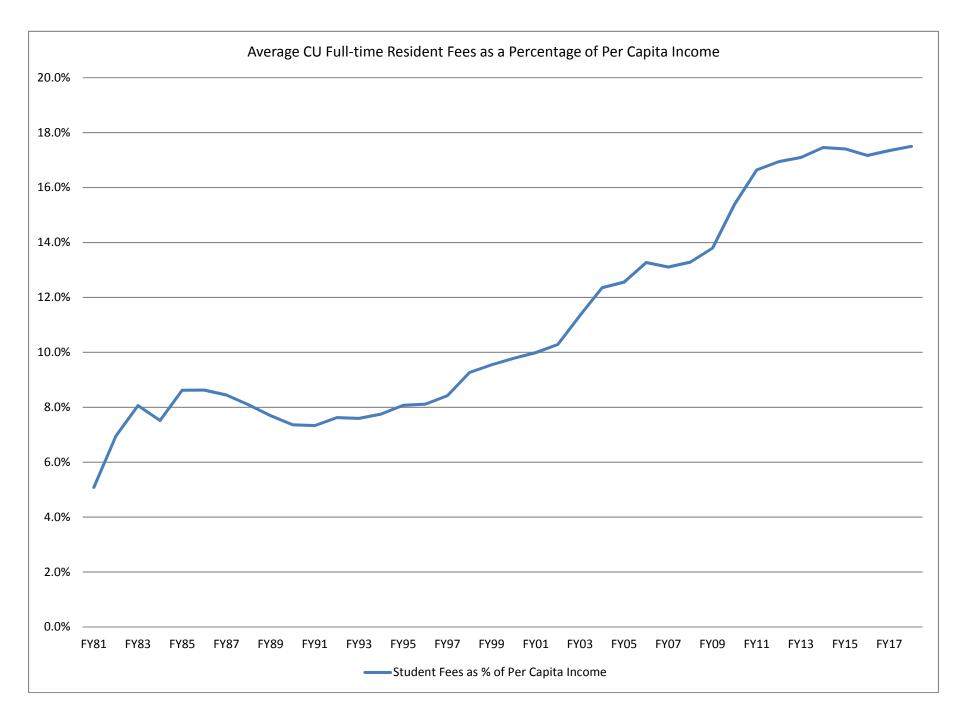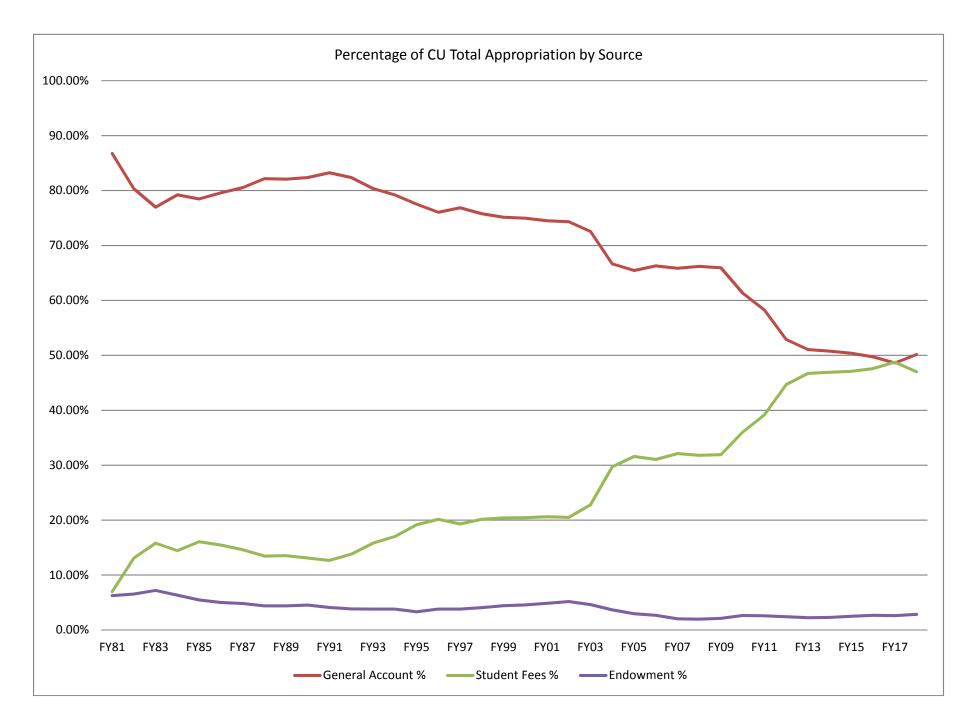
Cost to Deliver College (left axis) vs **Student FTE and Cost per FTE** (right axis), by year 2007–2017.

Categories (bottom to top): Inst, Acad Sup., Stud Serv, Library, Ath & Aux, PP&E, Inst Sup, Fin Aid. Red line = Student FTE.

Left axis: $- to $700,000,000. Right axis: - to 60,000.

Fin Aid - Financial Aid   Inst Sup - Institutional Support   PP&E - Property, Plant & Equipment   Ath & Aux - Athletics & Auxiliary
Library - Library Educational Materials   Student Serv. - Student Services   Acad. Sup. - Academic Support   Inst - Instruction

Idaho 4-year Institutions
Resident Tuition & Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year
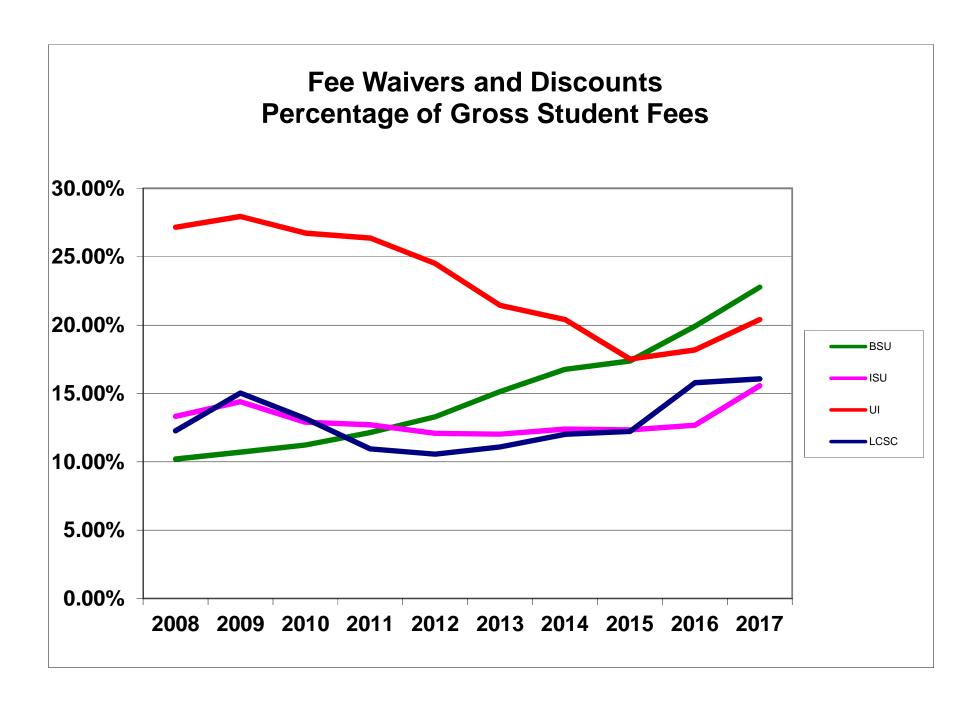
	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Resident Tuition & Fees	5.70%	5.30%	5.27%	6.23%	9.07%	6.87%	5.15%	5.12%	3.79%	3.04%	2.66%	3.38%
Consumer Price Index	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%
Idaho Per Capita Income	6.98%	3.91%	1.39%	-4.83%	0.92%	4.95%	4.20%	2.95%	4.10%	4.47%	1.60%	2.47%
Idaho Average Annual Wage	5.72%	2.67%	0.92%	0.77%	2.13%	1.26%	0.77%	1.89%	3.07%	2.44%	2.14%	1.42%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Divison of Finanical Management Economic Forecast, January 2018

Average CU Full-time Resident Fees as a Percentage of Per Capita Income

Student Fees as % of Per Capita Income

Percentage of CU Total Appropriation by Source

Legend: General Account %, Student Fees %, Endowment %

	Policy Section	BSU	ISU	UI	LCSC	Total
1	**Board Policy Tuition Waivers, Policy Section V.T.**						
2	Nonresident Graduate/Instructional Assistants	SBOE V.T.2.a	$2,762,975	$2,032,826	$5,885,549		$10,681,350
3	Nonresident Intercollegiate Athletics	SBOE V.T.2.b	$2,894,442	$2,174,908	$3,020,081	$1,402,076	$9,491,507
4	GI Bill Non-Resident Waivers	SBOE V.T.2.c	$924,490	$21,102	$673,020	$20,330	$1,638,942
5		Nonresident Fee	$14,450	$14,068	$14,808	$11,500	13,707
6	Policy: Universities - 225, LCSC 110	Equivalent FTE	200	155	204	122	173
7							
8	**Waivers Subject to 6% Limitation**	SBOE V.T.2.d	$14,126,074	$7,140,483	$5,717,998	$1,016,050	$28,000,605
9	Annual FTE	Student FTE	15,973	10,193	9,422	2,769	38,357
10		Nonresident Fee	$14,450	$14,068	$14,808	$11,500	13,707
11	Equivalent FTE Waivers subject to 6% Limitation	Equivalent FTE	6.1%	5.0%	4.1%	3.2%	5.3%
12							
13	**Other Board Policy Exchange Programs**						
14	Exchange Student Waivers (1)	SBOE V.T.2.e	$0	$93,494	$657,460	$0	$750,954
15	WICHE - Western Regional Graduate Program	SBOE V.T.2.f	$0	$860,324	$0	$0	$860,324
16	Western Undergraduate Exchange (2)	SBOE V.R.3.a.v	$13,878,209	$1,376,700	$3,026,037	$387,800	$18,668,746
17	**Total Other Board Policy Exchange Programs**		**$13,878,209**	**$2,330,518**	**$3,683,497**	**$387,800**	**$20,280,024**
18							
19	**Total Board Policy Tuition Waivers**		**$34,586,190**	**$13,699,837**	**$18,980,145**	**$2,826,256**	**$68,453,486**
20	**Other Waivers and Discounts**						
21	Staff and Spouse Fees	SBOE V.R.3.a.vi	$1,238,734	$1,831,524	$1,330,471	$151,977	$4,552,706
22	Senior Citizen Fees	SBOE V.R.3.a.vii	$495,699	$294,286	$223,775	$42,580	$1,056,340
23	Dependent Fees	SBOE V.R.3.a.vi	$641,387	$346,581	$315,925	$51,826	$1,355,719
24	In-Service Teacher Education Fee	SBOE V.R.3.a.viii	$2,299,710	$383,216	$2,050,602	$22,800	$4,756,328
25	Staff, Spouse, Dependent Fees: other Idaho institutions	SBOE V.R.3.a.vi	$22,339	$533,191	$14,910	$86,240	$656,680
26	Students attending multiple Idaho sister institutions	SBOE V.T.2.g		$3,828	$14,446		$18,274
27	Idaho National Laboratory	SBOE V.T.2.g		$40,648	$252,475		$293,123
28	BYU-UI	SBOE V.T.2.g			$23,240		$23,240
29	Integrative Graduate Ed & Research Training (IGERT)	SBOE V.T.2.g			$72,728		$72,728
30	EDA-Nez Perce Tribe	1969 approval			$0	$94,918	$94,918
31	**Total Other Waivers and Discounts**		**$4,697,869**	**$3,433,274**	**$4,298,572**	**$450,341**	**$12,880,056**
32	**Total FY17 Waivers and Discounts**		**$39,284,059**	**$17,133,111**	**$23,278,717**	**$3,276,597**	**$81,333,541**
33	FY17 Gross Student Fees		172,533,136	110,074,063	114,113,290	20,397,449	417,117,938
34	FY17 Net Student Fees from Operating Revenue per audited F/S		135,558,227	79,831,468	86,340,857	12,800,649	314,531,201
35	FY17 Scholarship Discounts & Allowances per audited F/S		23,096,700	27,912,077	24,088,936	7,209,000	82,306,713
36	Student Fee Revenue related to Exchange Program Discounts		13,878,209	2,330,518	3,683,497	387,800	20,280,024
37	Percentage of Total Gross Student Fees Waived or Discounted		22.77%	15.57%	20.40%	16.06%	19.50%
38							
39	Note: Graduate/Instructional Assistant waivers can vary among institutions due to the difference in their respective missions.						
40	(1) Includes only waivers for incoming exchange students.						
41	(2) WUE is accounted for as a rate and not a waiver. The waived amount is the difference in the out-of-state rate minus the WUE rate.						
42							
43	Maximum athletics waivers per Board policy	SBOE V.T.2.b	225	225	225	110	
44	10% allowance per Board policy	SBOE V.T.2.b	23	23	23	11	
45	Total athletics waivers permitted		248	248	248	121	
46	Percentage of FY17 Student FTE		1.5%	2.4%	2.6%	4.4%	

WORK SESSION - STUDENT FEES   **TAB B Page 18**

Fee Waivers and Discounts
Percentage of Gross Student Fees

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LEWIS-CLARK STATE COLLEGE

FY 2019 TUITION & FEES INFORMATION

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Lewis-Clark State College
Tuition & Fees Proposal

Proposed Changes to Student Fees

Lewis-Clark State College requests State Board approval to increase tuition and fees by no more than 4.5% for FY19 to meet institutional needs. The estimated $651,500 in tuition revenue represents $98,400 for changes in employee compensation, $403,500 in funding and enrollment changes and $149,600 for ongoing institutional needs which are currently in the prioritization process. These needs include items such as faculty promotions, increased compensation for exempt staff to meet the State's minimum salary pay grade, and a personnel reallocation supplement for a Dean of Professional Studies. The $161,500 in fee revenue represents increases in summer school operations and the technology fee.

The specific components of the proposed tuition and fee increases are as follows:

Resident Full-Time Tuition & Fees
- A 4.5% increase in full-time tuition which includes $224 (4.2%) in tuition and $60 (85.7%) in technology fees for a total increase of $284 per year. The proposed FY19 full-time tuition is $6,618 per year versus the prior year fee of $6,334.

Part-Time Tuition & Fees
- A 4.3% increase in the part-time (per credit hour) fee which includes $11 (3.9%) in tuition and $3 (70.6%) in technology fees for a total increase of $14 per credit hour. The proposed FY19 part-time fee is $338 versus the prior year fee of $324.
- A 4.3% increase in the summer (per credit hour) fee or $8.50 (4.0%) in tuition, $2.50 (2.5%) for the Summer School Operations activity fee, and $3 (70.6%) in technology fees for a total increase of $14 per credit hour. The proposed FY19 summer fee is $338 versus the prior year fee of $324.

Fees Detail

Facilities Fee
The College is not requesting an increase to the facility fee for FY19.

Activity Fees
The College is requesting a $4 decrease in the Associated Student Body activity fee and a $3 decrease in the Resident Halls Operations activity fee for full-time students. These reductions are offset with a $3 increase in Scholarships and a $4 increase in the Student Programming activity fee. The net difference in full-time Activity fees from these adjustments is $0. The summer term $2.50 per credit hour increase in the Summer School Operations activity fee will support ongoing operational costs.

Technology Fee
The current technology fee is $70 per year and the revenue from this fee goes towards covering student computer labs, a pay for print system, and the campus enterprise resource planning system. The technology fee has not been increased in ten years. The requested $30 per semester ($60 per year) increase for full-time students and $3 per credit hour for part-time students will provide the revenue necessary for the rising cost of technology and software maintenance contracts.

Non-Resident Tuition
- A $542 (4.5%) increase in non-resident tuition per year. The proposed FY19 non-resident tuition is $12,618 per year versus the prior year fee of $12,076.
  - This increase combined with the additional resident full-time tuition will bring the total FY19 full-time non-resident tuition and fee package to $19,236 versus the prior year at $18,410.
- A $166 (4.5%) increase in Asotin County non-resident tuition per year. The proposed FY19 Asotin County non-resident tuition is $3,874 per year versus the prior year fee of $3,708.
  - This increase combined with the additional resident full-time tuition will bring the total FY19 full-time Asotin County non-resident tuition and fee package to $10,492 versus the prior year at $10,042.

LEWIS-CLARK STATE COLLEGE

Changes to Student Fees for FY 2019
Annual Full-Time Fees and Part-Fime Credit Hours Fees

	Bd	FY18	FY19	Requested		
Student Fees:	Appv	Fees	Initial Notice	FY19 Fees	Change	% Chg.
1 **Full-time Fees:**						
2 Tuition	**	$5,278.00	$5,502.00	$5,502.00	$224.00	4.2%
3 Technology Fee	**	70.00	130.00	130.00	60.00	85.7%
4 Facilities Fees	**	155.00	155.00	155.00	0.00	0.0%
5 Student Activity Fees (Note A)	**	831.00	831.00	831.00	0.00	0.0%
6 **Total Full-time Fees**		$6,334.00	$6,618.00	$6,618.00	$284.00	4.5%
7						
8 **Part-time Credit Hour Fees:**						
9 Tuition	**	$283.75	$294.75	$294.75	$11.00	3.9%
10 Technology Fee	**	4.25	7.25	7.25	3.00	70.6%
11 Facilities Fees	**	5.00	5.00	5.00	0.00	0.0%
12 Student Activity Fees (Note A)	**	31.00	31.00	31.00	0.00	0.0%
13 **Total Part-time Cr Hr Fees**		$324.00	$338.00	$338.00	$14.00	4.3%
14						
15 **Summer Fees: (eff. Summer 2018)**						
16 Tuition	**	$210.75	$219.25	$219.25	$8.50	4.0%
17 Technology Fee	**	4.25	7.25	7.25	3.00	70.6%
18 Facilities Fees	**	5.00	5.00	5.00	0.00	0.0%
19 Student Activity Fees (Note A)	**	104.00	106.50	106.50	2.50	2.4%
20 **Total Summer Cr Hr Fees**		$324.00	$338.00	$338.00	$14.00	4.3%
21						
22 **Other Student Fees:**						
23 Nonresident Tuition:						
24 Nonres Tuition	**	$12,076.00	$12,618.00	$12,618.00	$542.00	4.5%
25 Nonres Tuition-Asotin County	**	$3,708.00	$3,874.00	$3,874.00	$166.00	4.5%
26 Professional Fees:						
27 None						
28 Other Fees:						
29 Western Undergrad Exchge	**	$3,167.00	$3,309.00	$3,309.00	$142.00	4.5%
30 In-service Fees/Cr Hr - Undergrad	**	$114.00	$122.00	$122.00	$8.00	7.0%
31 Overload (20 cr. or more)	**	$324.00	$338.00	$338.00	$14.00	4.3%
32						
33						
34						
35						

36   <u>Change to Fees:</u>
37   Includes a $30 increase in the per-semester technology fee ($60 annually), in order to fund software
38   maintenance increases for the campus enterprise resource planning system.
39   Also includes a reallocation of existing fees to support student programming and scholarships.
40
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42   **Full- & part-time fees are effective Fall Semester 2018. Summer fees are effective Summer 2019.**

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LEWIS-CLARK STATE COLLEGE

Potential Student Fee Revenue Changes for FY 2018
Due to Enrollment and Fee Changes

| | | Projected HC/SCH Count | | Potential Revenue Generated | | | | | |
| | | | | Changes due to Count | | Fee Changes | | Total Rev Chge | |
	Student Fees:	FY18	FY19	Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
1	**Full-time Fees:**		-1.9%						
2	Tuition	2,040	2,002	($200,600)		$448,400		$247,800	
3	Technology Fee	2,040	2,002		(2,700)		120,100		$117,400
4	Facilities Fees	2,040	2,002		(5,900)		0		($5,900)
5	Student Activity Fees	2,040	2,002		(31,600)		0		($31,600)
6	**Total Full-time Fees**			($200,600)	($40,200)	$448,400	$120,100	247,800	79,900
7									
8	**Part-time Credit Hour Fees:**		-3.4%						
9	Tuition	11,100	10,718	($108,400)		$117,900		$9,500	
10	Technology Fee	11,100	10,718		(1,600)		32,200		$30,600
11	Facilities Fees	11,100	10,718		(1,900)		0		($1,900)
12	Student Activity Fees	11,100	10,718		(11,800)		0		($11,800)
13	**Total Part-time Cr Hr Fees:**			($108,400)	($15,300)	$117,900	$32,200	9,500	16,900
14									
15	**Summer Credit Hour Fees:**		0.0%						
16	Tuition	1,662	1,662	$108,100 (1)		$14,100		$122,200	
17	Technology Fee	1,662	1,662		0		5,000		$5,000
18	Facilities Fees	1,662	1,662		0		0		$0
19	Student Activity Fees	1,662	1,662		0		4,200		$4,200
20	**Total Summer Cr Hr Fees**			$108,100	$0	$14,100	$9,200	$122,200	$9,200
21									
22	**Other Student Fees:**								
23	Nonresident Tuition:		-12%						
24	Nonres Tuition	100	89	($138,900)		$48,000		($90,900)	
25	Nonres Tuition-Asotin County	100	90	(37,100)		14,900		($22,200)	
26	Professional Fees:		-10%						
27	None								
28	Other Fees:		-19%						
29	Western Undergrad Exchge	45	36	(26,900)		5,100		($21,800)	
30	In-service Fees/Cr Hr - Undergrad	255	272	1,900		2,200		$4,100	
31	Overload (20 cr. or more)	66	67	300		900		$1,200	
32	**Total Other Student Fees**			($200,700)	$0	$71,100	$0	($129,600)	$0
33									
34	**Total Additional Student Fee Revenue**			($401,600)	($55,500)	$651,500	$161,500	$249,900	$106,000

35

36 <u>Change to Fees:</u>
37 Includes a $30 increase in the per-semester technology fee ($60 annually), in order to fund software
38   maintenance increases for the campus enterprise resource planning system.
39 Also includes a reallocation of existing fees to support student programming and scholarships.

40

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42 **Full- & part-time fees are effective Fall Semester 2018. Summer fees are effective Summer 2019.**

43

44 (1) FY18 summer tuition was offered at a discounted rate, the FY19 projected tuition increase
    reflects the non-discounted rate.

Lewis-Clark State College
Preliminary FY19 Student Tuition Needed

				Tuition & Fees	Tuition Only	
			Proposed	4.5%	4.2%	increase in full-time fee tuition
				4.3%	3.9%	increase in part-time fee tuition
				4.5%	4.5%	increase in nonresident tuition

Tuition Side Only	CEC & Health Benefits	Funding & Enrollment Changes	Ongoing Institutional Needs	Total	% Increase	
NON-CEC DECISION UNITS						
10.11 Change in Health Benefit Costs	(254,300)			$ (254,300)	-1.64%	Tuition relief for health insurance decrease
10.12 Change in Variable Benefit Costs	12,000			$ 12,000	0.08%	Tuition burden for variable benefits increase
10.21 General Inflation Adjustment				$ -	0.00%	
10.25 Inflationary Adjustment - Library				$ -	0.00%	
10.31 Repair, Replacement				$ -	0.00%	
CEC DECISION UNITS				$ -	0.00%	
10.61 Salary Multiplier Regular Employees	340,700			$ 340,700	2.20%	Tuition burden for 3% CEC on regular positions
10.62 Salary Multiplier Group and Temporary				$ -	0.00%	
10.67 Comp Schedule Pay Structure Adjustment				$ -	0.00%	
10.71 EWA		75,700		$ 75,700	0.49%	EWA Adjustment for decline in credit hours (2.21.18)
ENROLLMENT CHANGES				$ -	0.00%	
Enrollment Decline		401,600		$ 401,600	2.59%	
OTHER ITEMS				$ -	0.00%	
FY19 Increase in Endowment		(73,800)		$ (73,800)	-0.48%	
Prioritized Institutional Needs			62,764 (1)	$ 62,764	0.40%	Currently in the prioritization process
Software Maintenance Increases			10,500	$ 10,500	0.07%	
Professional Studies Dean			7,301	$ 7,301	0.05%	Supplementary for reallocation of existing position
Exempt Staff Minimum Salary			2,534	$ 2,534	0.02%	
Faculty Promotions			66,501	$ 66,501	0.43%	FY19 faculty promotions (Salary $55k + Fringe)
TOTAL TUITION NEED	$ 98,400	$ 403,500	$ 149,600	$ 651,500	4.20%	
% TUITION NEED (no fees)	0.63%	2.60%	0.96%		4.20%	F/T 4.2%, P/T 3.9%, and Non-Resident 4.5%

TOTAL FUNDING PROVIDED FROM TUITION INCR.		$651,500
TOTAL FUNDING OVER/(UNDER) TOTAL NEED		$0
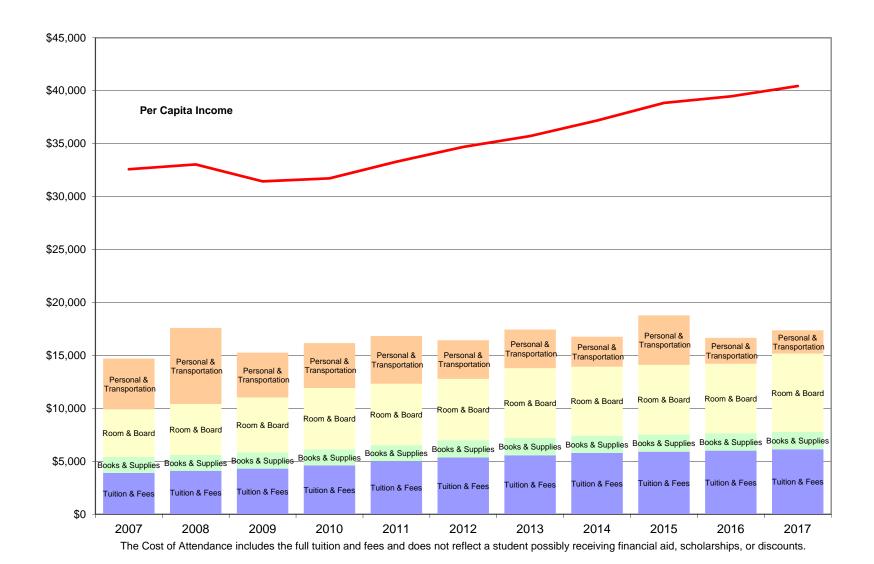
(1) Currently in the prioritization process; Cybersecurity, capital outlay, and institutional operations are being reviewed.

LEWIS-CLARK STATE COLLEGE
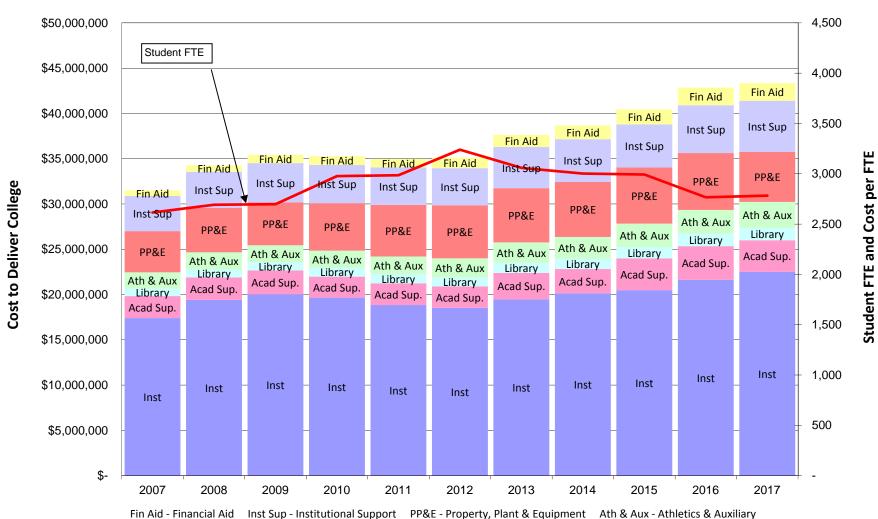
4-year History of Board Approved Fees plus FY19 Requested Fees
Annual Full-Time Fees and Part-Time Credit Hours Fees

	Student Fees:	FY 2015	FY 2016	FY 2017	FY 2018	Request FY 2019	5-Year Increase	% Increase
1	**Full-time Fees**							
2	Tuition (Unrestricted)	$ 4,676.00	$ 4,776.00	$ 5,100.00	$ 5,278.00	$ 5,502.00	$ 826.00	17.7%
3	Technology Fee	70.00	70.00	70.00	70.00	130.00	60.00	85.7%
4	Facilities Fees	468.00	468.00	155.00	155.00	155.00	(313.00)	-66.9%
5	Student Activity Fees	686.00	686.00	795.00	831.00	831.00	145.00	21.1%
6	**Total Full-time Fees**	$ 5,900.00	$ 6,000.00	$ 6,120.00	$ 6,334.00	$ 6,618.00	$ 718.00	12.2%
7	Percentage Increase	2.0%	1.7%	2.0%	3.5%	4.5%		
8								
9	**Part-time Credit Hour Fees**							
10	Education Fee	$ 257.00	$ 262.00	$ 272.75	$ 283.75	$ 294.75	$ 37.75	14.7%
11	Technology Fee	4.25	4.25	4.25	4.25	7.25	3.00	70.6%
12	Facilities Fees	13.75	13.75	5.00	5.00	5.00	(8.75)	-63.6%
13	Student Activity Fees	27.00	27.00	31.00	31.00	31.00	4.00	14.8%
14	**Total Part-time Cr Hr Fees**	$ 302.00	$ 307.00	$ 313.00	$ 324.00	$ 338.00	$ 36.00	11.9%
15								
16	**Summer Credit Hour Fees**							
17	Education Fee	$ 205.10	$ 210.10	$ 199.75	$ 210.75	$ 219.25	$ 14.15	6.9%
18	Technology Fee	4.25	4.25	4.25	4.25	7.25	3.00	70.6%
19	Facilities Fees	13.75	13.75	5.00	5.00	5.00	(8.75)	-63.6%
20	Student Activity Fees	78.90	78.90	104.00	104.00	106.50	27.60	35.0%
21	**Total Summer Cr Hr Fees**	$ 302.00	$ 307.00	$ 313.00	$ 324.00	$ 338.00	$ 36.00	11.9%
22								
23	**Other Student Fees**							
24	Nonresident Tuition:							
25	Nonres Tuition	$ 10,518.00	$ 11,000.00	$ 11,500.00	$ 12,076.00	$ 12,618.00	$ 2,100.00	20.0%
26	Nonres Tuition-Asotin County	$ 3,232.00	$ 3,380.00	$ 3,532.00	$ 3,708.00	$ 3,874.00	$ 642.00	19.9%
27	Other Fees:							
28	Western Undergrad Exchge	$ 2,950.00	$ 3,000.00	$ 3,060.00	$ 3,167.00	$ 3,309.00	$ 359.00	12.2%
29	In-service Fees/Cr Hr - Undergrad	$ 103.00	$ 106.00	$ 110.00	$ 114.00	$ 122.00	$ 19.00	18.4%
30	Overload (20 cr. or more)	$ 302.00	$ 307.00	$ 313.00	$ 324.00	$ 338.00	$ 36.00	11.9%

Cost of Attending College vs. Per Capita Income
Lewis-Clark State College

Per Capita Income

Legend per year (2007–2017), bottom to top: Tuition & Fees, Books & Supplies, Room & Board, Personal & Transportation

The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College
Lewis-Clark State College

Fin Aid - Financial Aid   Inst Sup - Institutional Support   PP&E - Property, Plant & Equipment   Ath & Aux - Athletics & Auxiliary
Library - Library Educational Materials   Student Serv. - Student Services   Acad. Sup. - Academic Support   Inst - Instruction

Lewis-Clark State College
Resident Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year

	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Resident Fees	4.93%	5.00%	4.99%	6.98%	8.75%	7.00%	4.00%	3.99%	2.01%	1.69%	2.00%	3.50%
Consumer Price Index	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%
Idaho Per Capita Income	6.98%	3.91%	1.39%	-4.83%	0.92%	4.95%	4.20%	2.95%	4.10%	4.47%	1.60%	2.47%
Idaho Average Annual Wage	5.72%	2.67%	0.92%	0.77%	2.13%	1.26%	0.77%	1.89%	3.07%	2.44%	2.14%	1.42%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Divison of Finanical Management Economic Forecast, January 2018

Lewis-Clark State College

Year	Lewis-Clark State College	Peer Average without Aspirational	Peer Average with Aspirational
2017-18	$6,334	$7,134	$7,563
2016-17	$6,120	$7,414	$7,696
2015-16	$6,000	$7,287	$7,577
2014-15	$5,900	$7,107	$7,392
2013-14	$5,784	$6,862	$7,160

■ Peer Average with Aspirational   ■ Peer Average without Aspirational   ■ Lewis-Clark State College

UNIVERSITY OF IDAHO

FY 2019 TUITION & FEES INFORMATION

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University of Idaho
Student Fee Hearing Summary

The Fee Process

The University of Idaho collaborative fee process started in the fall with preliminary discussions between executive and student leadership about the financial prospects for the coming year and how student activity fees fit into that overall financial picture. This work continued through fall and early spring with active participation throughout the process by the Dedicated Student Activity Fee Committee (DSAFC). This representative committee included student leaders from the Associated Students of the University of Idaho (ASUI), the Graduate and Professional Students Association (GSPA) and the Student Bar Association representing the law school. All units currently receiving dedicated fees or requesting a new dedicated fee submitted narrative and financial data to the DSAFC. A public meeting of the DSAFC was held on January 25, 2018 with each unit requesting an increased or new fee presenting their request.

The DSAFC committee met several times in February to discuss the fee requests from each unit as well as to review existing activity fees. A comprehensive activity fee proposal was developed by student leaders and presented to executive leadership on February 26th. This fee proposal was incorporated into the overall proposed tuition and fee package and published for public review via the formal University Notice of Intent to Adopt Student Tuition and Fee Changes, which was issued on March 7th as required by Board policy. The period of public comment is open until April 17th and will include a public presentation and open forum on proposed student fees on April 5th. During this period, students and interested citizens may provide comment, in writing, regarding the proposed fee increases. Written comments will be forwarded to the Regents and a recording of the April 5th open forum will be available.

Fee Request Overview

The University of Idaho respectfully requests an increase in full-time student tuition and fees of $452 from $7,488 per year in FY18 to $7,940 per year in FY19, combined with an increase to the additional full-time non-resident tuition from $16,324 to $17,786 per year. This will bring the total full-time non-resident tuition and fee package to $25,726 per year. It is the University's intent to hold the total full-time non-resident tuition and fee package at $25,726 for FY19. Therefore, if the full-time tuition and fees are approved at an amount less than the above $7,940, the University requests approval to increase the additional non-resident tuition to keep the total package amount at $25,726. Undergraduate part-time student tuition and fees for academic year participation are increasing from $374 in FY18 to $397 per credit in FY19 and summer rates for the summer of 2019 (FY20) are increasing from $374 to $397 per credit as well. This general student tuition and fee increase is a critical part of a bundle of fee increases aimed at meeting our essential missions of education, research and outreach as well as implementing the institution's strategic plan. In addition, the University plans to increase the additional graduate tuition

from $1,376 to $1,488 thereby increasing the total resident graduate package from $8,864 in FY18 to $9,428 in FY19 (an increase of 6.4%).

The Dedicated Student Activity Fee Committee has recommended a small increase in student activity fees. In their deliberations they considered several principles in order to arrive at a final recommendation. These principles included maintaining an affordable cost of attendance at the University of Idaho, funding mandatory cost increases to maintain the current level of student services, and ensuring transparency in the distribution and use of dedicated activity fees.

The University of Idaho overall tuition and fee increase request is structured to provide a reasonable likelihood of covering obligated cost increases that exceed the level of new state support and enable the institution and its students to continue some movement forward in achieving strategic goals – particularly the goal of becoming more competitive with respect to faculty and staff salaries. In developing this overall tuition and fee increase, the University has been mindful of the comparative costs of attending peer institutions and the impact any increase might have on access to institutional programs. University and student leadership have also given thought to the negative financial consequences of a smaller tuition and fee increase, which would result in being stalled at current operational levels and eliminate the ability to move the institution forward to provide improved instruction and student retention.

In that context, the specific components of the fee increase are as follows:

Undergraduate Tuition

The University of Idaho is requesting an increase to the undergraduate tuition of $410.08 per full-time student per year.

Facilities Fee

The University of Idaho is not requesting an increase to the facility fee for FY19.

Technology Fee

The University of Idaho is not requesting an increase to the technology fee for FY19.

Dedicated Activity Fees

The University of Idaho is requesting an increase of $41.92 per full-time student per year in activity fees for FY19. The Dedicated Student Activity Fee Committee recommended $9.54 to cover the impact of the potential 3% Change in Employee Compensation for Student Government, Office of Multicultural Affairs, Media Administration, Athletic Training Services, Campus Recreation, Idaho Commons/Pitman Center, Counseling and Testing Center, Intercollegiate Athletics, LGBTQA, Spirit Squad, Alcohol Education, Violence Prevention, Early Childhood Center, Student Athlete Support Services and

Women's Center. The remaining increases include funding for programmatic and other needs in Student Government, Outdoor Programs, Tutoring and College Success, Undergraduate Research Office, Office of Multicultural Affairs, Campus Recreation, Intercollegiate Athletics, LGBTQA, Native American Center, Spirit Squad, Student Alumni Relations Board, Counseling and Testing Center, Student Athlete Support Services, and Women's Center, as well as a new fee for Veteran and Military Family Services.

New Student Orientation

The University of Idaho charges a separate one-time new student orientation fee of $100 to first time undergraduate students. The university is not requesting an increase to this fee for FY19.

Professional and Self-Support Fees

The University of Idaho is requesting increases to the following professional and self-support fees:

- Law Professional Fee: increase of $750 or 6.9%

- McCall Outdoor Science School (MOSS) Environmental Education and Science Communication Self-Support Program Fee: Increase of $626 or 4.0%

- McCall Outdoor Science School (MOSS) Master of Natural Resources Self-Support Program Fee: increase of $792 or 4.0%

Additional information regarding each of these increases can be found in the support letters included in the agenda materials.

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UNIVERSITY OF IDAHO
Changes to Student Fees for FY 2019
Annual Full-Time Fees and Part-Time Credit Hours Fees

	Student Fees:	Bd Appv	FY18 Fees	FY19 Initial Notice	Requested FY19 Fees	Change	% Chg.
1	**Full-time Fees:**						
2	Tuition	**	$ 5,444.36	$ 6,002.44	$ 5,854.44	$410.08	7.5%
3	Technology Fee	**	165.40	165.40	165.40	0.00	0.0%
4	Facilities Fees	**	791.62	791.62	791.62	0.00	0.0%
5	Student Activity Fees	**	1,086.62	1,128.54	1,128.54	41.92	3.9%
6	**Total Full-time Fees (See Note A)**		7,488.00	8,088.00	7,940.00	452.00	6.0%
7							
8	**Part-time Credit Hour Fees:**						
9	Undergraduate Tuition	**	$ 328.50	$ 358.50	$ 351.50	$23.00	7.0%
10	Undergraduate Fees	**	45.50	45.50	45.50	0.00	0.0%
11	**Total Part-time Cr Hr Fees: ***		$374.00	$404.00	$397.00	$23.00	6.1%
12							
13	**Other Student Fees:**						
14	Academic Year Graduate Fees:						
15	Full-Time Tuition	**	$ 5,444.36	$ 6,002.44	$ 5,854.44	$410.08	7.5%
16	Full-Time Grad Fee	**	1,376.00	1,488.00	1,488.00	$112.00	8.1%
17	Full-Time Other Fees	**	2,043.64	2,085.56	2,085.56	41.92	2.1%
18	Part-Time Tuition	**	$ 370.50	$ 403.50	$ 395.50	$25.00	6.7%
19	Part-Time Grad Fee	**	76.00	83.00	83.00	$7.00	9.2%
20	Part-Time Other Fees	**	45.50	45.50	45.50	0.00	0.0%
21	Nonresident Tuition (See Notes A & B)						
22	Full-Time Tuition (UG & GR)	**	$16,324.00	$ 17,638.00	$17,786.00	$1,462.00	9.0%
23	Part-Time Undergrad Tuition	**	817.00	882.00	889.00	$72.00	8.8%
24	Part-Time Grad Tuition	**	907.00	980.00	988.00	$81.00	8.9%
25	Other Fees:						
26	Overload Fee (>20 credits)	**	$ 328.50	$ 358.50	$ 351.50	$23.00	7.0%
27	Western Undergrad Exchge	**	3,744.00	4,044.00	3,970.00	$226.00	6.0%
28	In-service Fees/Cr Hr - UG	**	$114.00	$122.00	$122.00	$8.00	7.0%
29	In-service Fees/Cr Hr - UG Summe	**	$114.00	$122.00	$122.00	$8.00	7.0%
30	In-service Fees/Cr Hr - Grad	**	$143.00	$156.00	$156.00	$13.00	9.1%
31	In-service Fees/Cr Hr - Grad Sumr	**	$143.00	$156.00	$156.00	$13.00	9.1%
32	Professional Fees:						
33	Law College FT	**	$10,884.00	$ 11,634.00	$11,634.00	$750.00	6.9%
34	Law College PT	**	605.00	646.00	646.00	$41.00	6.8%
35	Law College PT Summer	**	605.00	646.00	646.00	$41.00	6.8%
36	Art & Architecture FT UG & GR	**	$ 1,302.00	$ 1,302.00	$ 1,302.00	$0.00	0.0%
37	Art & Architecture PT Undergrad	**	65.00	65.00	65.00	$0.00	0.0%
38	Art & Architecture PT Summer UG	**	65.00	65.00	65.00	$0.00	0.0%
39	Art & Architecture PT Grad	**	72.00	72.00	72.00	$0.00	0.0%
40	Art & Architecture PT Summer GR	**	72.00	72.00	72.00	$0.00	0.0%
41	Summer Session (2016)						
42	Part-Time Undergrad Tuition	**	$ 328.50	$ 358.50	$ 351.50	$23.00	7.0%
43	Part-Time Grad Tuition	**	370.50	403.50	395.50	$25.00	6.7%
44	Part-Time Grad Fee	**	76.00	83.00	83.00	$7.00	9.2%
45	Part-Time Other Fees (UG & GR)	**	45.50	45.50	45.50	0.00	0.0%
46	Self-Support Program Fees:						
47	Executive MBA (2 years)		$44,100.00	$ 44,100.00	$44,100.00	$0.00	0.0%
48	Professional Practices Doctorate (3 yrs)		30,000.00	30,000.00	30,000.00	0.00	0.0%
49	Masters of Science Athletic Trainng (1 yr)		22,434.00	22,434.00	22,434.00	0.00	0.0%
50	Doctorate Athletic Training (1 yr)		19,941.00	19,941.00	19,941.00	0.00	0.0%
51	MOSS Environmental Ed Grad Pgr	**	15,656.00	16,282.00	16,282.00	626.00	4.0%
52	MOSS MNR Env Ed/Sci Comm (1	**	19,804.00	20,596.00	20,596.00	792.00	4.0%
53	Doctorate Higher Ed Leadership (4 yrs)		36,000.00	36,000.00	36,000.00	0.00	0.0%
54	New Student Orientation (See Note C)		$100.00	$100.00	$100.00	0.00	0.0%
55							
56							
57							

58 Note A: The university is requesting a total package for non-resident undergraduate students of $25,726 per academic year. Therefore if the
59 resident tuition and fee package is approved at lower than $7,940 the non-resident fee will be increased to maintain the $25,726 total
60 package.

61
62 Note B: The university charges a separate one-time $100 fee charged only to first time undergraduate students.

63
64

UNIVERSITY OF IDAHO

Potential Student Fee Revenue Changes for FY 2017
Due to Enrollment and Fee Changes

| | Projected HC/SCH Count | | Potential Revenue Generated | | | | | |
| | | | Changes due to Count | | Fee Changes | | Total Rev Chge | |
Student Fees:	FY18	FY19	Gen Educ	Local	Gen Educ	Local	**Gen Educ**	**Local**
1	**Full-time Fees:**							
2	Tuition	6,671	6,575	($525,900)		$2,696,100		$2,170,200	
3	Technology Fee	6,671	6,575		(16,000)		0		($16,000)
4	Facilities Fees	6,671	6,575		(76,500)		0		($76,500)
5	Student Activity Fees	6,671	6,575		(105,000)		275,600		$170,600
6	**Total Full-time Fees**			($525,900)	($197,500)	$2,696,100	$275,600	2,170,200	78,100
7									
8	**Part-time Credit Hour Fees:**								
9	Undergraduate Tuition	4,255	5,105	$279,100		$117,400	$0	$396,500	
10	Undergraduate Fees	4,255	5,105		38,700		0		$38,700
11	**Total Part-time Cr Hr Fees:**			$279,100	$38,700	$117,400	$0	396,500	38,700
12									
13	**Other Student Fees:**								
14	Academic Year Graduate Fees:								
15	Full-Time Tuition	770	808	$205,700		$331,300		$537,000	$0
16	Full-Time Grad Fee	770	808	52,000		90,500		$142,500	$0
17	Full-Time Other Fees	770	808		77,200		33,900	$0	$111,100
18	Part-Time Tuition	3,708	4,144	161,400		103,600		$265,000	$0
19	Part-Time Grad Fee	3,708	4,144	33,100		29,000		$62,100	$0
20	Part-Time Other Fees	3,708	4,144		19,800		0	$0	$19,800
21	Nonresident Tuition								
22	Full-Time Tuition (UG & GR)	1,326	1,093	($3,799,200)		$1,598,000		($2,201,200)	$0
23	Part-Time Undergrad Tuition	652	733	65,900		52,800		$118,700	$0
24	Part-Time Grad Tuition	820	1,109	262,000		89,800		$351,800	$0
25	Other Fees:								
26	Overload Fee (>20 credits)	103	76	($9,000)		$1,700		($7,300)	$0
27	Western Undergrad Exchge	489	629	524,200		142,200		$666,400	$0
28	In-service Fees/Cr Hr - UG	17	32	1,700		300		$2,000	$0
29	In-service Fees/Cr Hr - UG Summe	7	2	(600)		0		($600)	$0
30	In-service Fees/Cr Hr - Grad	915	924	1,300		12,000		$13,300	$0
31	In-service Fees/Cr Hr - Grad Summ	649	528	(17,300)		6,900		($10,400)	$0
32	Professional Fees:								
33	Law College FT	281	294		$141,500		$220,500	$0	$362,000
34	Law College PT	32	78		27,800		3,200	$0	$31,000
35	Law College PT Summer	291	326		21,200		13,400	$0	$34,600
36	Art & Architecture FT UG & GR	524	510		(18,800)		0	$0	($18,800)
37	Art & Architecture PT Undergrad	209	197		(800)		0	$0	($800)
38	Art & Architecture PT Summer UG	377	390		800		0	$0	$800
39	Art & Architecture PT Grad	69	42		(1,900)		0	$0	($1,900)
40	Art & Architecture PT Summer GR	125	119		(400)		0	$0	($400)
41	Summer Session:								
42	Part-Time Undergrad Tuition	9,584	8,359	($402,400)		$192,300		($210,100)	$0
43	Part-Time Grad Tuition	2,605	2,656	18,900		66,400		$85,300	$0
44	Part-Time Grad Fee	2,605	2,656	3,900		18,600		$22,500	$0
45	Part-Time Other Fees (UG & GR)	12,189	11,015		(53,400)		0	$0	($53,400)
46	**Total Other Student Fees**			($2,898,400)	$213,000	$2,735,400	$271,000	($163,000)	$484,000
47	**Total Additional Student Fee Revenue**			($3,145,200)	$54,200	$5,548,900	$546,600	$2,403,700	$600,800
48									
49				**G.E. Summary**					
50	**Total Revenue Increase/(Decrease)**			**$2,403,700**					
51	Less Summer 2018 and Distributed			$98,000					
52	Central Academic Year (FY18)			$ 2,501,700					
53	Plus Summer 2017 and Other/Misc			(35,100)					
54	Total Central Tuition Revenue over FY17 Bud.			**$ 2,466,600**					

59	The count figures indicate changes between FY18 budget and FY19 projections and therefore take into
60	consideration the impact of FY18 actuals as well as anticipated changes for FY19. The revenues shown under
61	Changes Due to Count and Fee Changes reflect net revenues.

University of Idaho
FY2019 Comparative Scenarios for Tuition

	COVERS: WUE Policy Change / Enrollment / CEC	COVERS: WUE Policy Change / Enrollment / CEC / Promotions	COVERS: WUE Policy Change / Enrollment / CEC / Promotions / Inflation	PROPOSED COVERS: WUE Policy Change / Enrollment / CEC / Promotions / Inflation / Other	% Increase
NEEDS:					
WUE Impact (expanding to all WICHE states) *	$ 2,358,800	$ 2,358,800	$ 2,358,800	$ 2,358,800	3.2%
Enrollment Impact (non-WUE)	786,400	786,400	786,400	786,400	1.1%
Change in Employee Compensation (CEC)	1,286,900	1,286,900	1,286,900	1,286,900	1.7%
Faculty Promotions		175,100	175,100	175,100	0.2%
Inflation - Contract Increases, IT, Utilities			421,600	421,600	0.6%
Estimated Cost to Raise Athletics to the Cap				124,600	0.2%
Scholarship Funding				122,600	0.2%
Library Inflation				336,000	0.4%
TOTAL NEED COVERED BY TUITION:	$ 4,432,100	$ 4,607,200	$ 5,028,800	$ 5,612,000	7.5%
UNFUNDED OR COVERED BY OTHER SOURCES:	1,179,900	1,004,800	583,200	-	-
TOTAL NEED:	$ 1,179,900	$ 1,004,800	$ 583,200	$ -	0.0%
TUITION ONLY RATE INCREASES:				Proposed Rates	Proposed Rates
FT Undergraduate Resident	4.7%	5.1%	6.1%	7.5%	7.5%
FT Graduate Fee	8.1%	8.1%	8.1%	8.1%	8.1%
FT Non-Resident	9.9%	9.8%	9.4%	9.0%	9.0%
TUITION & FEE PACKAGE INCREASES:					
FT Undergraduate Resident	4.0%	4.3%	5.0%	6.0%	6.0%
FT Undergraduate Non-Resident	8.0%	8.0%	8.0%	8.0%	8.0%
FT Graduate Resident	4.6%	4.9%	5.5%	6.4%	6.4%
FT Graduate Non-Resident	8.0%	8.0%	8.0%	8.0%	8.0%

*   Mandatory expansion of WUE program to all WICHE states effective Fall 2018 (UI currently limits WUE to WA, OR and AK)

UNIVERSITY OF IDAHO
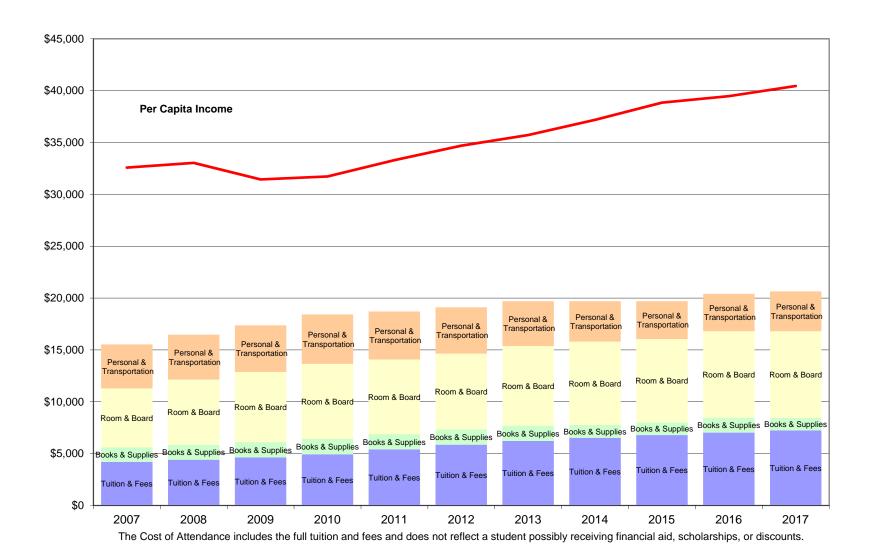
4-year History of Board Approved Fees plus FY19 Requested Fees
Annual Full-Time Fees and Part-Fime Credit Hours Fees

	Student Fees:	FY 2015	FY 2016	FY 2017	FY 2018	Request FY 2019	5-Year Increase	% Increase
1	**Full-time Fees**							
2	Tuition (Unrestricted)	$4,784.06	$5,002.60	$5,162.32	$5,444.36	$5,854.44	$1,070.38	22.37%
3	Technology Fee	125.40	125.40	125.40	165.40	165.40	40.00	31.90%
4	Facilities Fees	790.50	790.50	820.50	791.62	791.62	1.12	0.14%
5	Student Activity Fees	1,084.04	1,101.50	1,123.78	1,086.62	1,128.54	44.50	4.11%
6	**Total Full-time Fees**	6,784.00	7,020.00	7,232.00	7,488.00	7,940.00	1,156.00	17.04%
7	Percentage Increase	4.0%	3.5%	3.0%	3.5%	6.0%		
8								
9	**Part-time Credit Hour Fees**							
10	Undergraduate Tuition and Fees	$280.50	$292.50	$302.00	$328.50	$351.50	$71.00	25.31%
11	Undergraduate Fees	$58.50	$58.50	$60.00	$45.50	$45.50	($13.00)	-22.22%
12	**Total Part-time Cr Hr Fees**	$339.00	$351.00	$362.00	$374.00	$397.00	$58.00	17.11%
13								
14	**Other Student Fees**							
15	Academic Year Graduate Fees:							
16	Full-Time Tuition	$4,784.06	$5,002.60	$5,162.32	$5,444.36	$5,854.44	$1,070.38	22.37%
17	Full-Time Grad	$1,098.00	$1,202.00	$1,298.00	$1,376.00	$1,488.00	$390.00	35.52%
18	Full-Time Other Fees	$1,999.94	$2,017.40	$2,069.68	$2,043.64	$2,085.56	$85.62	4.28%
19	**Total**	$7,882.00	$8,222.00	$8,530.00	$8,864.00	$9,428.00	$1,546.00	19.61%
20	Part-Time Tuition	$318.50	$331.50	$342.00	$370.50	$395.50	$77.00	24.18%
21	Part-Time Grad	$61.00	$67.00	$72.00	$76.00	$83.00	$22.00	36.07%
22	Part-Time Other Fees	$58.50	$58.50	$60.00	$45.50	$45.50	($13.00)	-22.22%
23	**Total**	$438.00	$457.00	$474.00	$492.00	$524.00	$86.00	19.63%
24	Academic Year Outreach Programs:							
25	Full-Time Tuition (UG & GR)	$6,134.00	$6,370.00	$6,552.00	$5,444.36	$5,854.44	($279.56)	-4.56%
26	Full-Time Grad Fee	$1,098.00	$1,202.00	$1,298.00	$1,376.00	$1,488.00	$390.00	35.52%
27	Full-Time Other Fees (UG & GR)	$650.00	$650.00	$680.00	$2,043.64	$2,085.56	$1,435.56	220.86%
28	**Total Undergrad Full-Time**	$6,784.00	$7,020.00	$7,232.00	$7,488.00	$7,940.00	$1,156.00	17.04%
29	**Total Grad Full-Time**	$7,882.00	$8,222.00	$8,530.00	$8,864.00	$9,428.00	$1,546.00	19.61%
30	Part-Time Undergrad Tuition	$306.50	$318.50	$328.00	$328.50	$351.50	$45.00	14.68%
31	Part-Time Grad Tuition	$344.50	$357.50	$368.00	$370.50	$395.50	$51.00	14.80%
32	Part-Time Grad Fee	$61.00	$67.00	$72.00	$76.00	$83.00	$22.00	36.07%
33	Part-Time Other Fees (UG& GR)	$32.50	$32.50	$34.00	$45.50	$45.50	$13.00	40.00%
34	**Total Undergrad Part-Time**	$339.00	$351.00	$362.00	$374.00	$397.00	$58.00	17.11%
35	**Total Grad Part-Time**	$438.00	$457.00	$474.00	$492.00	$524.00	$86.00	19.63%
36	Summer Session							
37	On-Campus							
38	Part-Time Undergrad Tuition	$280.50	$292.50	$302.00	$328.50	$351.50	$71.00	25.31%
39	Part-Time Grad Tuition	$318.50	$331.50	$342.00	$370.50	$395.50	$77.00	24.18%
40	Part-Time Grad Fee	$61.00	$67.00	$72.00	$76.00	$83.00	$22.00	36.07%
41	Part-Time Other Fees (UG & GR)	$58.50	$58.50	$60.00	$45.50	$45.50	($13.00)	-22.22%
42	Outreach/Off-Campus							
43	Part-Time Undergrad Tuition	$306.50	$318.50	$328.00	$328.50	$351.50	$45.00	14.68%
44	Part-Time Grad Tuition	$344.50	$357.50	$368.00	$370.50	$395.50	$51.00	14.80%
45	Part-Time Grad Fee	$61.00	$67.00	$72.00	$76.00	$83.00	$22.00	36.07%
46	Part-Time Other Fees (UG & GR)	$32.50	$32.50	$34.00	$45.50	$45.50	$13.00	40.00%
47	Nonresident Tuition (See Notes A & B)							
48	Full-Time Tuition (UG & GR)	$13,530.00	$14,004.00	$14,808.00	$16,324.00	$17,786.00	$4,256.00	31.46%
49	Part-Time Tuition Undergrad	$677.00	$700.00	$740.00	$817.00	$889.00	$212.00	31.31%
50	Part-Time Tuition Grad	$752.00	$778.00	$823.00	$907.00	$988.00	$236.00	31.38%
51	Professional Fees:							
52	Law College FT	$8,598.00	$9,008.00	$10,134.00	$10,884.00	$11,634.00	$3,036.00	35.31%
53	Law College PT	$478.00	$500.00	$563.00	$605.00	$646.00	$168.00	35.15%
54	Law College PT Summer	$478.00	$500.00	$563.00	$605.00	$646.00	$168.00	35.15%
55	Art & Architecture FT UG & GR	$1,068.00	$1,106.00	$1,246.00	$1,302.00	$1,302.00	$234.00	21.91%
56	Art & Architecture PT Undergrad	$53.00	$55.00	$62.00	$65.00	$65.00	$12.00	22.64%
57	Art & Architecture PT Summer UG	$53.00	$55.00	$62.00	$65.00	$65.00	$12.00	22.64%
58	Art & Architecture PT Grad	$59.00	$61.00	$69.00	$72.00	$72.00	$13.00	22.03%
59	Art & Architecture PT Summer GR	$59.00	$61.00	$69.00	$72.00	$72.00	$13.00	22.03%
60	Self-Support Program Fees:							
61	Executive MBA (2 years)	$37,000.00	$42,000.00	$42,000.00	$44,100.00	$44,100.00	$7,100.00	19.19%
62	Professional Practices Doctorate (3 yrs)	$30,000.00	$30,000.00	$30,000.00	$30,000.00	$30,000.00	$0.00	0.00%
63	Masters of Science Athletic Trainng (1 yr)	$20,394.00	$20,394.00	$22,434.00	$22,434.00	$22,434.00	$2,040.00	10.00%
64	Doctorate Athletic Training (1 yr)	$18,128.00	$18,128.00	$19,941.00	$19,941.00	$19,941.00	$1,813.00	10.00%
65	MOSS Environmental Education	$5,986.00	$7,238.00	$7,527.00	$15,656.00	$16,282.00	$10,296.00	172.00%
66	MOSS MNR Env Ed/Sci Comm (1)	N/A	N/A	N/A	$19,804.00	$20,596.00	New	New
67	Doctorate Higher Ed Leadesrhip (4 yrs)	N/A	$36,000.00	$36,000.00	$36,000.00	$36,000.00	New	New
68	Other Fees:							
69	Overload Fee	$280.50	$292.50	$302.00	$328.50	$351.50	$71.00	25.31%
70	Western Undergrad Exchge	$3,392.00	$3,510.00	$3,616.00	$3,744.00	$3,970.00	$578.00	17.04%
71	In-service Fees/Cr Hr - UG	$103.00	$106.00	$110.00	$114.00	$122.00	$19.00	18.45%
72	In-service Fees/Cr Hr - UG Summer	$103.00	$106.00	$110.00	$114.00	$122.00	$19.00	18.45%
73	In-service Fees/Cr Hr - Grad	$125.00	$132.00	$138.00	$143.00	$156.00	$31.00	24.80%
74	In-service Fees/Cr Hr - Grad Summer	$125.00	$132.00	$138.00	$143.00	$156.00	$31.00	24.80%
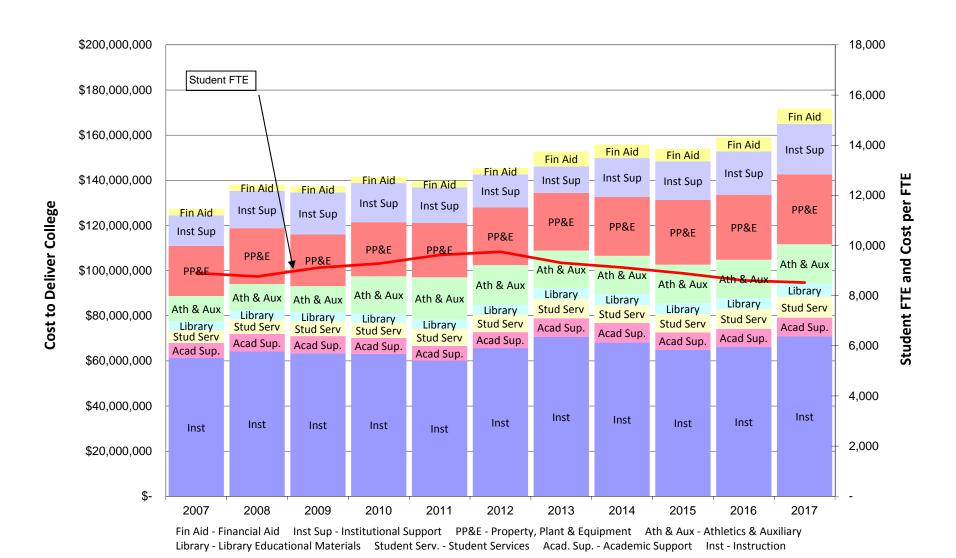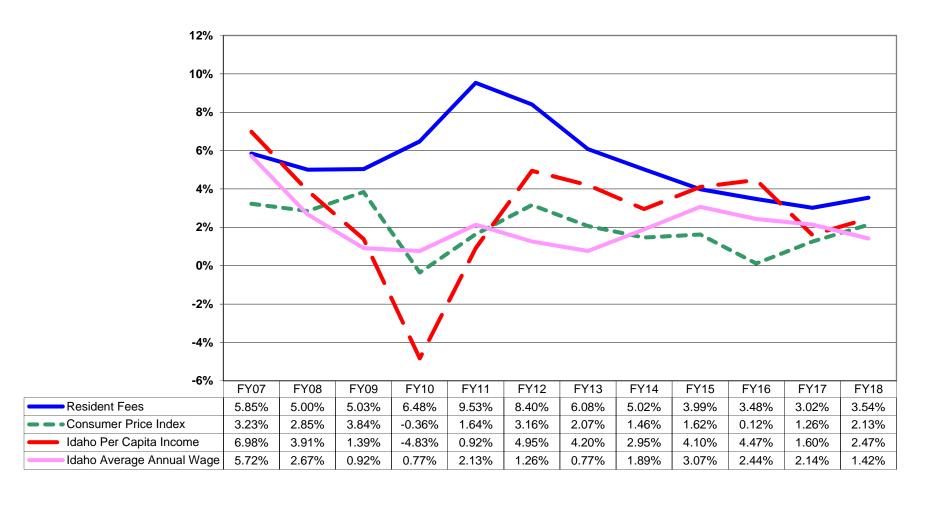
Cost of Attending College vs. Per Capita Income
University of Idaho

The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.
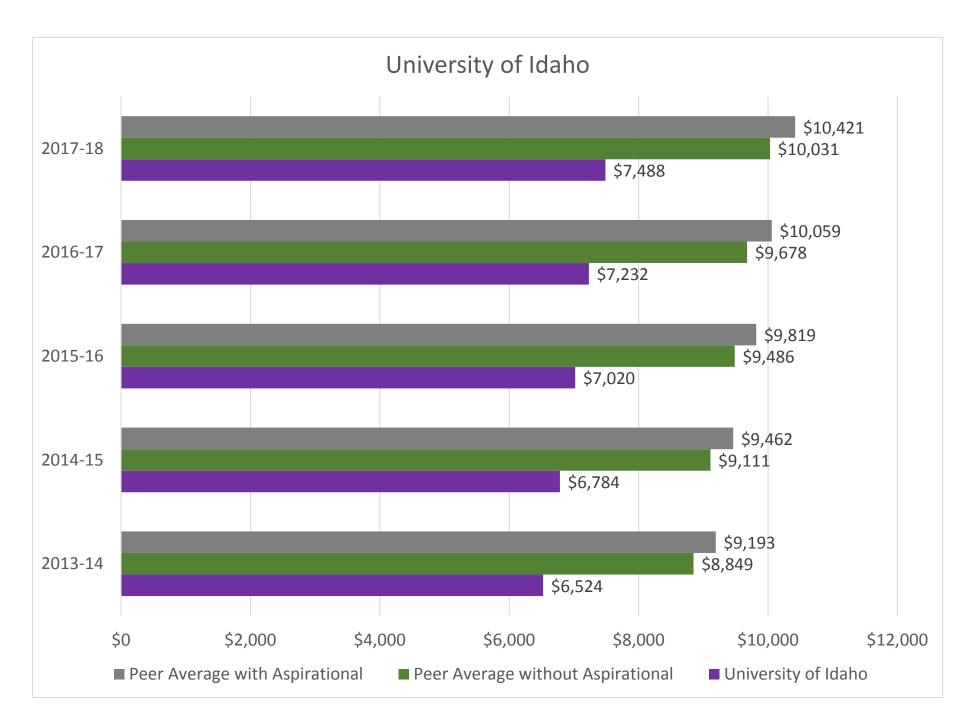
Cost to Deliver College
University of Idaho

Fin Aid - Financial Aid   Inst Sup - Institutional Support   PP&E - Property, Plant & Equipment   Ath & Aux - Athletics & Auxiliary

Library - Library Educational Materials   Student Serv. - Student Services   Acad. Sup. - Academic Support   Inst - Instruction

University of Idaho
Resident Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year

	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Resident Fees	5.85%	5.00%	5.03%	6.48%	9.53%	8.40%	6.08%	5.02%	3.99%	3.48%	3.02%	3.54%
Consumer Price Index	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%
Idaho Per Capita Income	6.98%	3.91%	1.39%	-4.83%	0.92%	4.95%	4.20%	2.95%	4.10%	4.47%	1.60%	2.47%
Idaho Average Annual Wage	5.72%	2.67%	0.92%	0.77%	2.13%	1.26%	0.77%	1.89%	3.07%	2.44%	2.14%	1.42%

WORK SESSION - STUDENT FEES

University of Idaho

2017-18	Peer Average with Aspirational	$10,421
	Peer Average without Aspirational	$10,031
	University of Idaho	$7,488
2016-17	Peer Average with Aspirational	$10,059
	Peer Average without Aspirational	$9,678
	University of Idaho	$7,232
2015-16	Peer Average with Aspirational	$9,819
	Peer Average without Aspirational	$9,486
	University of Idaho	$7,020
2014-15	Peer Average with Aspirational	$9,462
	Peer Average without Aspirational	$9,111
	University of Idaho	$6,784
2013-14	Peer Average with Aspirational	$9,193
	Peer Average without Aspirational	$8,849
	University of Idaho	$6,524

■ Peer Average with Aspirational   ■ Peer Average without Aspirational   ■ University of Idaho

COLLEGE OF LAW

UNIVERSITY OF IDAHO

Office of the Dean
Moscow, ID 83844-2321
(208) 885-4977
FAX: 885-5709

Memorandum   Date: February 12, 2018

To:	John Wiencek, Provost & Executive Vice President
	Brian Foisy, Vice President for Finance & Administration
	Trina Mahoney, Director, Budget Office
From:	Mark L. Adams, Dean, College of Law
Re:	Law Student Dedicated Professional Fee Request for FY 2019

As described in this memorandum, the College of Law requests an increase in the Law School Dedicated Professional fee of $750 per year in the law student dedicated professional fee in Fiscal Year 2019. This dollar amount represents an increase of 6.9% over the current level of $10,884.00 per year to $11,634 per year.

Although Fiscal Years 2007-2011 fee increases were associated with a strategic five year plan, the College of Law presently engages in a process to identify critical areas of funding needs, in consultation with student leaders, in order to develop appropriately targeted fee increases. The professional fee component of total fees and tuition paid by law students is dedicated to the College of Law. This fee is not, nor should it be perceived as, a substitute for other funding for the University or from any other source as that perception will lead to the ultimate privatization of the College of Law, which would be exceptionally detrimental to legal education in the State of Idaho. Out of necessity, the fee has been used by the College of Law to preserve the quality of legal education under the enormous pressures of the recent period of financial difficulty. The fee is an additional investment by law students themselves in the legal education which is the foundation of their future success as professionals.

The current FY 2019 requested increase will be used in the following areas: 1) investment in Academic Success and Bar Preparation support; 2) student scholarships; and 3) support for experiential education, including Moot Court, Mock Trial and other advocacy competitions and programs, Semester-In-Residence, and Jurist in Residence. These areas, in addition to directly impacting the quality of education for our students and positioning the College of Law to excel as an institution of legal education, are areas that have been identified by our accrediting body, the American Bar Association, as requiring additional planning and investment by law schools due to the passage of new standards.

These proposed uses for the fee increase have long held support by the law student leadership. It is

WORK SESSION - STUDENT FEES   **TAB B2 Page 15**

important to the students that the College of Law remain competitively priced while still taking reasonable steps to ensure that needed programming and other fiscal requirements are met. The 6.9% fee increase reflects this balancing of interests, though the College's overall funding needs are greater.

Conclusion:
The FY 2019 fee increase of 6.9%, or $750, is designed to address critical needs at the College of Law while remaining mindful of maintaining our College's cost-competitive edge in American legal education and to assist our students in controlling their educational debts.

Mark L. Adams
Dean, College of Law

February 6, 2018

Re: College of Natural Resources/McCall Outdoor Science School (MOSS)
        Environmental Education Graduate Program Fee

Dear Members of the Board,

In 2011, the State Board of Education approved a self-support program fee request from the College of Natural Resources to support the operation of a successful graduate residency program at the McCall Field Campus, home of the award-winning McCall Outdoor Science School (MOSS). The program culminates in a graduate certificate in Environmental Education and Science Communication (board approved in 2005).

The purpose of this memo is to request a 4% increase in the self-support program fee for school year 2018-19 from the current rate of $7,828 per semester, to $8,141per semester. Specifically, this requested increase:

1) Will defray the increased cost of faculty teaching the program and staff providing administrative support resulting from state approved CEC increases; costs of technology and scientific equipment needed for teaching, travel, and field study;
2) Will proportionately cover increased costs of operating and maintaining the 14-acre McCall Field Campus and the buildings contained therein generally attributed to normal inflation and in keeping with a comprehensive new Campus Master Plan completed in 2014. Please note that the requested fee increase will only support facility costs appropriate to the graduate program and that other facility costs will be covered using other appropriate budget lines;
3) Will not affect any students currently enrolled in the program. This requested increase would take effect for the new cohort of graduate students entering in Fall 2018.

This popular graduate program has grown to be one of the largest in the College of Natural Resources. Talented students come to the University of Idaho/CNR from within the state as well as from across the U.S. and Canada, with many students having graduated from highly selective undergraduate institutions. Students apply their graduate coursework through hands-on teaching and outreach to form a unique link between university level STEM education and the Idaho K12 education system. They instill a STEM identity in 2,500 Idaho elementary, middle and high school students annually to help them become the innovators and problem solvers that our state needs to compete in the 21st century economy.

I am happy to discuss this request further with you or to answer any questions you might have. Thank you for your consideration.

Sincerely,

Kurt S. Pregitzer, Ph.D.
Dean & Thomas Reveley Professor

To enrich education through diversity, the University of Idaho is an equal opportunity/affirmative action employer and educational institution.

WORK SESSION - STUDENT FEES   **TAB B2 Page 17**

February 6, 2018

Re: College of Natural Resources/McCall Outdoor Science School (MOSS)
   Environmental Education Graduate Program Fee

Dear Members of the Board,

In 2017, the State Board of Education approved a self-support program fee request from the College of Natural Resources to support the operation of a successful Master of Natural Resources (MNR) program at the McCall Field Campus, home of the award-winning McCall Outdoor Science School (MOSS). The program culminates in a MNR with special emphasis on Environmental Education and Science Communication.

The purpose of this memo is to request a 4% increase in the self-support program fee for school year 2018-19 from the current rate of $9,902 per semester, to $10,298 per semester. Specifically, this requested increase:

1) Will defray the increased cost of faculty teaching the program and staff providing administrative support resulting from state approved CEC increases; costs of technology and scientific equipment needed for teaching, travel, and field study;
2) Will proportionately cover increased costs of operating and maintaining the 14-acre McCall Field Campus and the buildings contained therein generally attributed to normal inflation and in keeping with a comprehensive new Campus Master Plan completed in 2014. Please note that the requested fee increase will only support facility costs appropriate to the graduate program and that other facility costs will be covered using other appropriate budget lines;
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I am happy to discuss this request further with you or to answer any questions you might have. Thank you for your consideration.

Sincerely,

Kurt S. Pregitzer, Ph.D.
Dean & Thomas Reveley Professor

BOISE STATE UNIVERSITY

FY 2019 TUITION & FEES INFORMATION

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Boise State University
Tuition & Fee Hearing Summary

The Fee Hearing Process

Boise State's Executive Budget Committee works closely with the Student Activity Fee Advisory Board (SAFAB) on tuition and fee recommendations. This structure is designed to give the student body an active voice in the annual proceedings while providing a strong role in recommendations regarding the specific use of student activity fee revenues. The Advisory Board consists of ASBSU officers, students and advisory staff.

In February, the Executive Budget Committee held open hearings that included presentations on the proposed changes and accepted public testimony. Following the hearing, the Executive Budget Committee considered the testimony along with the recommendations from the SAFAB and developed a final recommendation for the President.

Tuition/Fee Request Overview

Leading up to this Legislative session, Boise State was hopeful a new Outcomes Based Funding model would be developed that might help begin to address funding inequities that exist in the State. As you know, Boise State remains significantly lower than the other universities in base funding per student, per degree, and per EWA calculated student credit hour. While we are grateful for this year's state EWA allocation, the overall impact of the allocation does little to alter our funding per student gap or to address the years of growth without funding for EWA.

We continue our efforts to remain affordable while delivering the outcomes our students and constituents expect. This includes weighing the overall cost to students against funding priorities that are essential to improving student success, graduation and retention rates, as well as meeting the economic and workforce needs of our region. Our tuition rate is consistently the lowest among Idaho's universities and colleges, and our combined tuition and fee rate remains lower than the University of Idaho as well as most of our peers.

For full-time students, defined as student enrolling in 11 or more credits for AY19, Boise State University recommends an annual rate tuition and fee rate of $7,700, or an additional $374 a year. This requested increase includes a $216.02 increase in tuition, a $14.00 increase in the student technology fee, a $100.00 increase in the facilities fee, and a $43.98 increase in student activity fees. Part-time rates are proposed at $350 per credit hour which is an increase of $45 per credit hour. A breakdown of the individual increases to full and part-time tuition, facilities fees, technology fees and activity fees are included in the attachment.

Professional Fees

Nursing

The School of Nursing is requesting a $506 annual increase in the Nursing professional fee. The fee was established in 2007 and there has not been an increase since that time. The professional fee supports the Simulation Center operations, Simulation Center technical staff, Clinical Coordinator, and other high technology equipment.

Total learner immersive simulation hours have doubled since 2010 requiring an increase in staffing, equipment usage, and disposable supplies. In addition, there has been a significant increase in "deliberate repetitive practice" methods requiring more personnel time and supplies. The complexities of providing a clinical experience for nursing students has also required additional personnel to manage clinical site requirements, scheduling, student management, evaluations, and data tracking. A worker's compensation fee is also now required for each student. The manikins, task trainers, medical equipment and simulation technologies were all purchased in 2010 when the Norco Building opened. Many of these items have a life expectancy of 7-10 years, and replacements of these very expensive items need funding.

Self-Support Programs and Online Fee Programs
All self-support and online programs are required to cover the 3 percent CEC.

Executive MBA

The current annual Executive MBA tuition is $24,300 per year with the last tuition increase being three years ago. The requested increase to $24,900 per year will increase the overall cost of the program to $49,800.

There are 45 total participants in the program this year and the same number is expected in the coming year. The tuition increase will result in an estimated revenue increase of $27,000 per year, which will help offset the increases we have experienced in the cost of running the program over the last three years. From a marketing standpoint, the program does not want to exceed $50,000 in total cost.

B.S. in Nursing (RN to BSN)

The current $335 per credit hour fee was set 10 years ago. Since that time, annual salary and benefit increases have occurred without any offset from fee increases. RN to BSN enrollment numbers are trending upward since launching the program fully online in 2008. The proposed $15 increase will fund rising program needs in regard to faculty, staff, and student support.

EdTech Programs

The EdTech Department requests increases to their graduate programs to cover rising personnel costs and to maintain program quality and support. The program seeks to increase the current $450 per credit hour fee for Master's programs and graduate certificates by $14 and to increase the current $564 per credit hour fee for the PhD program by $17.

Master of Athletic Leadership

The Master of Athletic Leadership program currently charges $360 per credit hour and is proposing an increase of $18. This increase is necessary to keep up with rising costs including CEC and benefit rate increases, as well as other inflationary increases.

Master of Social Work Online

The Master of Social Work Online program currently charges $450 per credit hour and is proposing an increase of $45. This increase is necessary to 1) fund unplanned expenses when the program was launched in Spring 2016 and 2) keep up with rising costs including CEC and other inflationary increases. The unplanned expenses include additional personnel for academic advising and increased administrative workload for managing the program.

B.A. Multi-disciplinary Studies, Bachelor of Applied Science, B.B.A. Management, Bachelor of Public Health

These online programs have established a target price for their program of the undergraduate part-time credit hour fee plus $30 per credit hour. The requested increases will bring the program fees up to the target price. The revenues will be used to cover additional program costs, including CEC and benefit rate increases, as well as other inflationary costs.

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BOISE STATE UNIVERSITY
Changes to Student Fees for FY 2019
Annual Full-Time Fees and Part-Fime Credit Hours Fees

	Student Fees:	Bd Appv	FY18 Fees	FY19 Initial Notice	Requested FY19 Fees	Change	% Chg.
1	**Full-time Fees:**						
2	Tuition	**	$5,042.78	$5,294.92	$5,258.80	$216.02	4.3%
3	Technology Fee	**	$230.60	$250.00	$244.60	14.00	6.1%
4	Facilities Fees	**	$1,264.60	$1,286.60	$1,364.60	100.00	7.9%
5	Student Activity Fees	**	$788.02	$841.54	$832.00	43.98	5.6%
6	**Total Full-time Fees**		$7,326.00	$7,673.06	$7,700.00	$374.00	5.1%
7		**					
8	**Part-time Credit Hour Fees:**						
9	Education Fee	**	$205.29	$240.68	$239.03	$33.74	16.4%
10	Technology Fee	**	9.61	10.30	$11.12	1.51	15.7%
11	Facilities Fees	**	52.69	53.04	$62.03	9.34	17.7%
12	Student Activity Fees	**	37.41	46.83	$37.82	0.41	1.1%
13	**Total Part-time Cr Hr Fees:**		$305.00	$350.85	$350.00	$45.00	14.8%
14							
15	**Summer Fees: (eff. Summer 2016)**						
16	Education Fee	**	$205.29	$240.68	$239.03	$33.74	16.4%
17	Technology Fee	**	9.61	10.30	$11.12	1.51	15.7%
18	Facilities Fees	**	52.69	51.73	$62.03	9.34	17.7%
19	Student Activity Fees	**	37.41	33.42	$37.82	0.41	1.1%
20	**Total Summer Fees:**		$305.00	$336.13	$350.00	$45.00	14.8%
21							
22	**Other Student Fees:**						
23	Graduate Fees:						
24	Full-time Grad/Prof	**	$1,428.00	$1,428.00	$1,501.00	$73.00	5.1%
25	Part-time Graduate/Hour	**	$85.00	$85.00	$98.00	$13.00	15.3%
26	Nonresident Tuition:						
27	Nonres Tuition - full time	**	$15,316.00	$15,316.00	$16,098.00	$782.00	5.1%
28	Nonres Fees - part-time		$295.00	$295.00	$339.00	$44.00	14.9%
29	Professional Fee:						
30	Undergrad. Nursing - Con't Students	**	$850.00	$850.00	$1,356.00	$506.00	59.5%
31	Eng. p/ch U.D. (Civil,Elec,Mech,Mate	**	$35.00	$35.00	$35.00	$0.00	0.0%
32	Self-Support Program Fees:						
33	Bachelor Business / Accountancy: Twin Falls		$297.00	$297.00	$297.00	$0.00	0.0%
34	Executive MBA		$1,215.00	$1,215.00	$1,245.00	$30.00	2.5%
35	MBA Online		$750.00	$750.00	$750.00	$0.00	0.0%
36	Bachelor of Criminal Justice: Twin Falls		$275.00	$275.00	$275.00	$0.00	0.0%
37	Master of Social Work: Twin Falls & N.I.		$400.00	$400.00	$400.00	$0.00	0.0%
38	Bachelor of Social Work: Twin Falls		$275.00	$275.00	$275.00	$0.00	0.0%
39	Graduate Certificate in Conflict Mgmt.		$369.00	$369.00	$369.00	$0.00	0.0%
40	Doctor of Nurse Practice (DNP)		$750.00	$750.00	$750.00	$0.00	0.0%
41	Adult Gerontology Nurse Practitioner (AGNP		$750.00	$750.00	$750.00	$0.00	0.0%
42	B.S. in Nursing (RN to BSN)		$335.00	$335.00	$350.00	$15.00	4.5%
43	B.S. Respiratory Care (R.R.T. to B.S.)		$300.00	$300.00	$300.00	$0.00	0.0%
44	EdTech Masters and Grad Certificates		$450.00	$450.00	$464.00	$14.00	3.1%
45	EdTech PhD		$564.00	$564.00	$581.00	$17.00	3.0%
46	M.Ed., Specialist in Exec. Ed. Leadership		$420.00	$420.00	$420.00	$0.00	0.0%
47	Math Consulting Teacher Endorsement Cert		$225.00	$225.00	$225.00	$0.00	0.0%
48	M.A. in Education, Literacy		$375.00	$375.00	$375.00	$0.00	0.0%
49	M.A. in Education, Bilingual / ENL Eduction		$375.00	$375.00	$375.00	$0.00	0.0%
50	Master of Athletic Leadership		$360.00	$360.00	$378.00	$18.00	5.0%
51	Master of Bilingual Ed/ESL: Canyon Cty		$329.00	$329.00	$329.00	$0.00	0.0%
52	Online Program Fees						
53	BS Imaging Sciences	**	$395.00	$395.00	$395.00	$0.00	0.0%
54	Grad. Cert. in Healthcare Simulation	**	$600.00	$600.00	$600.00	$0.00	0.0%
55	Master of Social Work Online	**	$450.00	$450.00	$495.00	$45.00	10.0%
56	Org. Perf. & Workplace Learn	**	$450.00	$450.00	$450.00	$0.00	0.0%
57	Cert. in Design Ethnography	**	$497.00	$497.00	$497.00	$0.00	0.0%
58	B.A., Multi-disciplinary Studies	**	$340.00	$340.00	$380.00	$40.00	11.8%
59	Bachelor of Applied Science	**	$340.00	$340.00	$380.00	$40.00	11.8%
60	B.B.A. Management	**	$335.00	$335.00	$380.00	$45.00	13.4%
61	Bachelor of Public Health	**	$344.00	$344.00	$380.00	$36.00	10.5%
62	Master of Accountancy	**	$450.00	$450.00	$450.00	$0.00	0.0%
63	Master of Respiratory Care	**	$500.00	$500.00	$500.00	$0.00	0.0%
64	Other Fees:						
65	Western Undergrad Exchange	**	$3,662.00	$3,662.00	$3,850.00	$188.00	5.1%
66	Tuition over 16 hours (AY18 over 15 hours)		$205.00	$205.00	$239.00	$34.00	16.6%
67	In-service Fees/Cr Hr - Undergrad	**	$114.00	$122.00	$122.00	$8.00	7.0%
68	In-service Fees/Cr Hr - Grad	**	$143.00	$156.00	$156.00	$13.00	9.1%
69	New Student Orientation Fee	**	$175.00	$175.00	$175.00	$0.00	0.0%
70							
71							

BOISE STATE UNIVERSITY
Potential Student Fee Revenue Changes for FY 2019
Due to Enrollment and Fee Changes

| | | Projected HC/SCH Count | | Potential Revenue Generated | | | | | |
| | | | | Changes due to Count | | Fee Changes | | Total Rev Chge | |
	Student Fees:	FY18	FY19	Gen Educ	Local	Gen Educ	Local	Gen Educ	Local
1	**Full-time Fees:**								
2	Tuition (Unrestricted)	11,729	11,931	$1,018,600		$2,577,300		$3,595,900	
3	Technology Fee	11,729	11,931		46,600		167,000		213,600
4	Facilities Fees	11,729	11,931		255,400		1,193,100		1,448,500
5	Student Activity Fees	11,729	11,931		159,200		524,700		683,900
6	**Total Full-time Fees**			1,018,600	461,200	2,577,300	1,884,800	3,595,900	2,346,000
7									
8	**Part-time Credit Hour Fees:**								
9	Education Fee	49,363	44,919	($912,300)		$1,515,400		$603,100	
10	Technology Fee	49,363	44,919		(42,700)		67,800		25,100
11	Facilities Fees	49,363	44,919		(234,200)		419,500		185,300
12	Student Activity Fees	49,363	44,919		(166,300)		18,400		(147,900)
13	**Total Part-time Cr Hr Fees:**			(912,300)	(443,200)	1,515,400	505,700	603,100	62,500
14									
15	**Summer Fees:**								
16	Education Fee	27,190	25,831	($279,100)		$871,400		$592,300	
17	Technology Fee	27,190	25,831		(13,100)		39,000		25,900
18	Facilities Fees	27,190	25,831		(71,600)		241,300		169,700
19	Student Activity Fees	27,190	25,831		(50,900)		10,600		(40,300)
20	**Total Summer Fees:**			(279,100)	(135,600)	871,400	290,900	592,300	155,300
21									
22	**Other Student Fees:**								
23	Graduate Fees:								
24	Full-time Grad/Prof	667	667	$0		$48,700		$48,700	
25	Part-time Graduate/Hour	6,956	6,956	-		90,400		90,400	
26	Nonresident Tuition:								
27	Nonres Tuition - full-time	1,032	982	(765,800)		767,900		2,100	
28	Nonres Fees - part-time	5,211	5,211	-		229,300		229,300	
29	Professional Fees:								
30	Undergrad. Nursing - Con't Students	288	288		-		145,700		145,700
31	Eng. p/ch U.D. (Civil,Elec,Mech,Mat	9,520	9,520		-		-		-
32	Self-Support Program Fees:								
33	Bachelor Business / Accountancy: T	717	673	(13,100)		-		(13,100)	
34	Executive MBA	900	900	-			27,000		27,000
35	MBA Online	3,677	4,450	579,800		-		579,800	
36	Bachelor of Criminal Justice: Twin F	392	384	(2,200)		-		(2,200)	
37	Master of Social Work: Twin Falls &	1,669	957	(284,800)		-		(284,800)	
38	Bachelor of Social Work: Twin Falls	639	485	(42,400)		-		(42,400)	
39	Graduate Certificate in Conflict Mgn	292	320	10,300		-		10,300	
40	Doctor of Nurse Practice (DNP)	319	338	14,300		-		14,300	
41	Adult Gerontology Nurse Practitione	916	998	61,500		-		61,500	
42	B.S. in Nursing (RN to BSN)	6,982	7,446	155,400		111,700		267,100	
43	B.S. Respiratory Care (R.R.T. to B.S	4,127	4,200	21,900		-		21,900	
44	EdTech Masters and Grad Certificat	3,959	3,959	-		55,400		55,400	
45	EdTech PhD	690	690	-		11,700		11,700	
46	M.Ed., Specialist in Exec. Ed. Leade	414	378	(15,100)		-		(15,100)	
47	Math Consulting Teacher Endorsem	593	570	(5,200)		-		(5,200)	
48	M.A. in Education, Literacy	354	323	(11,600)		-		(11,600)	
49	M.A. in Education, Bilingual / ENL E	381	595	80,300		-		80,300	
50	Master of Athletic Leadership	531	512	(6,800)		9,200		2,400	
51	Master of Bilingual Ed/ESL: Canyon	182	212	9,900		-		9,900	
52	Online Program Fees								
53	BS Imaging Sciences	940	1,167	89,700		-		89,700	
54	Grad. Cert. in Healthcare Simulatior	126	135	5,400		-		5,400	
55	Master of Social Work Online	6,261	8,683	1,089,900		390,700		1,480,600	
56	Org. Perf. & Workplace Learn	1,900	1,932	14,400		-		14,400	
57	Cert. in Design Ethnography	17	34	8,400		-		8,400	
58	B.A., Multi-disciplinary Studies	872	1,200	111,500		48,000		159,500	
59	Bachelor of Applied Science	761	1,064	103,000		42,600		145,600	
60	B.B.A. Management	774	3,314	850,900		149,100		1,000,000	
61	Bachelor of Public Health	0	533	183,400		19,200		202,600	
62	Master of Accountancy	185	1,400	546,800		-		546,800	
63	Master of Respiratory Care	0	190	95,000		-		95,000	
64	Other Fees:								
65	Western Undergrad Exchge	1,659	1,659	-		311,900		311,900	
66	Tuition over 16 hours (AY18 over 15	3,670	3,670	-		124,800		124,800	
67	In-service Fees/Cr Hr - Undergrad			-				-	
68	In-service Fees/Cr Hr - Grad	920	920	-		12,000		12,000	
69	New Student Orientation Fee	4,200	4,200		-		-		-
70	**Total Other Student Fees**			$2,332,600	552,200	$2,234,600	360,700	$4,567,200	912,900
71	**Total Additional Student Fee Revenue**			2,159,800	434,600	7,198,700	3,042,100	9,358,500	3,476,700

WORK SESSION - STUDENT FEES　　　　　　　　　　　　**TAB B3 Page 8**

Boise State University
FY19 Revenue Needs

|	Need	Plan to fund from tuition increase request	% Increase
Appropriated Funds 3% CEC and Benefits			
10.11 Change in Health Benefit Costs	$ (1,187,400)	(1,187,400)	-1.8%
10.12 Change in Variable Benefit Costs	122,300	122,300	0.2%
10.61 and 10.67 Salary Multiplier Regular Employees/ Compensation Schedule Changes	2,025,200	2,025,200	3.0%
TOTAL	**960,100**	**960,100**	1.4%
Other State Budgeted Investments			
10.25 Inflationary Adjustments	417,000	-	
10.31 Repair, Replacement Items / Alterations	2,903,100	-	
TOTAL	**3,320,100**	**-**	
Tuition Increase Needed to Fund (Tuition Full-Time, Part-Time)			
Other Ongoing Investments Needed			
Faculty Promotions	342,900	342,900	0.5%
Required funding for HES Faculty coming off an EPSCOR grant	450,600	450,600	0.7%
Required funding for Computer Science Faculty and GAs coming off iGEMS funds	745,500	745,500	1.1%
Existing Financial Aid and Scholarship Commitments	1,700,000	939,600	1.4%
Existing Funding Commitments which have not yet been funded	5,066,500		0.0%
Other strategic budget requests submitted by Divisions	8,400,000	-	0.0%
TOTAL OTHER INVESTMENTS	**16,705,500**	**2,478,600**	3.7%
Total Tuition and Fee Requested Increase	**20,985,700**	**3,438,700**	**5.1%**
Appropriated Self-Support Program Online Program Fee Program Revenue	3,748,000	3,748,000	0.0%*
Total Appropriated Increase Requested	24,733,700	7,186,700	5.1%
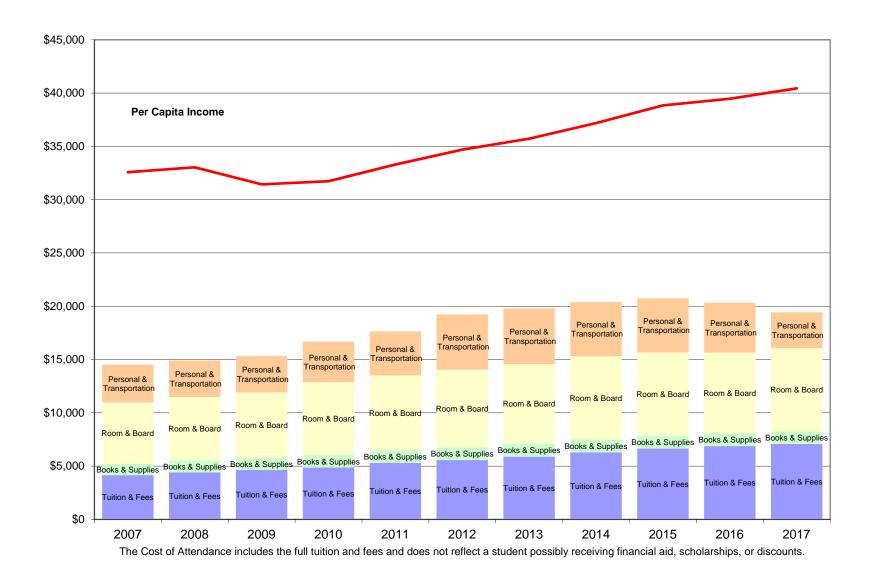
* Online program fee program increases are separate decisions from resident tuition and fee increases as represented in the chart. The information is
to show how the total appropriated budget is impacted by fee increases.
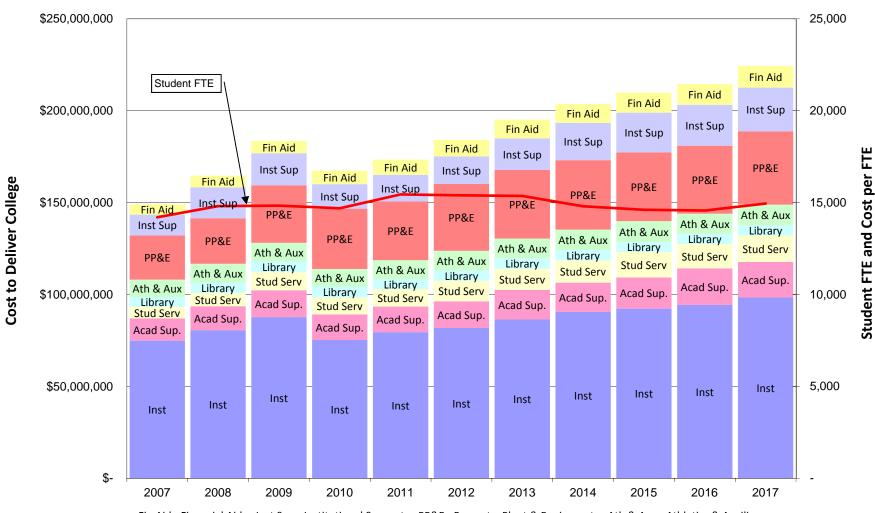
BOISE STATE UNIVERSITY
4-year History of Board Approved Fees plus FY19 Requested Fees
Annual Full-Time Fees and Part-Fime Credit Hours Fees

	Student Fees:	FY 2015	FY 2016	FY 2017	FY 2018	Request FY 2019	5-Year Increase	% Increase
1	**Full-time Fees**							
2	Tuition (Unrestricted)	$4,620.50	$4,766.20	$4,872.26	$5,042.78	$5,258.80	$638.30	13.8%
3	Technology Fee	198.50	217.68	230.60	230.60	244.60	46.10	23.2%
4	Facilities Fees	1,066.00	1,123.58	1,206.60	1,264.60	1,364.60	298.60	28.0%
5	Student Activity Fees	755.00	766.54	770.54	788.02	832.00	77.00	10.2%
6	**Total Full-time Fees**	$6,640.00	$6,874.00	$7,080.00	$7,326.00	$7,700.00	$1,060.00	16.0%
7	Percentage Increase	5.5%	3.5%	3.0%	3.5%	5.1%		
8								
9	**Part-time Credit Hour Fees**							
10	Education Fee	$169.25	$176.83	$199.52	$205.29	$239.03	$69.78	41.2%
11	Technology Fee	9.45	9.65	9.61	9.61	11.12	1.67	0.0%
12	Facilities Fees	49.60	49.60	52.19	52.69	62.03	12.43	0.0%
13	Student Activity Fees	35.70	36.92	35.68	37.41	37.82	2.12	5.9%
14	**Total Part-time Cr Hr Fees**	$264.00	$273.00	$297.00	$305.00	$350.00	$86.00	32.6%
15								
16	**Summer Fees**							
17	Education Fee	$177.60	$186.83	$199.65	$205.29	$239.03	$61.43	34.6%
18	Technology Fee	9.65	9.65	9.61	9.61	11.12	1.47	15.2%
19	Facilities Fees	48.40	48.40	52.19	52.69	62.03	13.63	28.2%
20	Student Activity Fees	24.35	24.12	35.55	37.41	37.82	13.47	55.3%
21	**Total Summer Fees**	$260.00	$269.00	$297.00	$305.00	$350.00	$90.00	34.6%
22								
23	**Other Student Fees**							
24	Graduate Fees:							
25	Full-time Grad/Prof	$1,184.00	$1,290.00	$1,360.00	$1,428.00	$1,501.00	$317.00	26.8%
26	Part-time Graduate/Hour	$67.00	$85.00	$85.00	$85.00	$98.00	$31.00	46.3%
27	Nonresident Tuition:							
28	Nonres Tuition - Full Time	$12,852.00	$14,050.00	$14,450.00	$15,316.00	$16,098.00	$3,246.00	25.3%
29	Nonres Tuition - Part Time	$200.00	$250.00	$270.00	$295.00	$339.00	$139.00	69.5%
30	Professional Fees:							
31	Undergrad. Nursing	$850.00	$850.00	$850.00	$850.00	$1,356.00	$506.00	59.5%
32	Engineering Prog. (pch upper division)	$35.00	$35.00	$35.00	$35.00	$35.00	$0.00	0.0%
33	Self-Support Program Fees:							
34	Bachelor Business / Accountancy: Twin Fal	$286.00	$297.00	$297.00	$297.00	$297.00	$11.00	3.8%
35	Executive MBA	$1,215.00	$1,215.00	$1,215.00	$1,215.00	$1,245.00	$30.00	2.5%
36	MBA Online	$750.00	$750.00	$750.00	$750.00	$750.00	$0.00	0.0%
37	Bachelor of Criminal Justice: Twin Falls	$275.00	$275.00	$275.00	$275.00	$275.00	$0.00	0.0%
38	Master of Social Work: Twin Falls & N.I.	$380.00	$380.00	$380.00	$400.00	$400.00	$20.00	5.3%
39	Bachelor of Social Work: Twin Falls	$275.00	$275.00	$275.00	$275.00	$275.00	$0.00	0.0%
40	Graduate Certificate in Conflict Mgmt.	$328.00	$341.00	$369.00	$369.00	$369.00	$41.00	12.5%
41	Doctor of Nurse Practice (DNP)	$600.00	$600.00	$750.00	$750.00	$750.00	$150.00	25.0%
42	Adult Gerontology Nurse Practitioner (AGN	$600.00	$600.00	$750.00	$750.00	$750.00	$150.00	25.0%
43	B.S. in Nursing (RN to BSN)	$335.00	$335.00	$335.00	$335.00	$350.00	$15.00	4.5%
44	B.S. Respiratory Care (R.R.T. to B.S.)	$300.00	$300.00	$300.00	$300.00	$300.00	$0.00	0.0%
45	EdTech Masters and Grad Certificates	$379.33	$379.33	$436.23	$450.00	$464.00	$84.67	22.3%
46	EdTech PhD	$476.00	$476.00	$547.40	$564.00	$581.00	$105.00	22.1%
47	M.Ed., Specialist in Exec. Ed. Leadership	$420.00	$420.00	$420.00	$420.00	$420.00	$0.00	0.0%
48	Math Consulting Teacher Endorsement Cer	$225.00	$225.00	$225.00	$225.00	$225.00	$0.00	0.0%
49	M.A. in Education, Literacy	$375.00	$375.00	$375.00	$375.00	$375.00	$0.00	0.0%
50	M.A. in Education, Bilingual / ENL Eduction	$375.00	$375.00	$375.00	$375.00	$375.00	$0.00	0.0%
51	Master of Athletic Leadership	$340.00	$340.00	$340.00	$360.00	$378.00	$38.00	11.2%
52	Master of Bilingual Ed/ESL: Canyon Cty	$329.00	$329.00	$329.00	$329.00	$329.00	$0.00	0.0%
53	Online Program Fees							
54	Bachelor of Science in Imaging Science	NA	$395.00	$395.00	$395.00	$395.00	New	New
55	Grad. Certificate in Healthcare Simulation	NA	$600.00	$600.00	$600.00	$600.00	New	New
56	Master of Social Work Online	NA	$450.00	$450.00	$450.00	$495.00	New	New
57	Org. Perf. & Workplace Learn	NA	NA	$450.00	$450.00	$450.00	New	New
61	Cert. in Design Ethnography	NA	NA	$497.00	$497.00	$497.00	New	New
59	B.A., Multi-disciplinary Studies	NA	NA	$327.00	$340.00	$380.00	New	New
58	Bachelor of Applied Science	NA	NA	$327.00	$340.00	$380.00	New	New
60	B.B.A. Management	NA	NA	NA	$335.00	$380.00	New	New
59	Bachelor of Public Health	NA	NA	NA	$344.00	$380.00	New	New
60	M.S. Accountancy	NA	NA	$450.00	$450.00	$450.00	New	New
61	Master of Respiratory Care	NA	NA	NA	$500.00	$500.00	New	New
62	Other Fees:							
63	Western Undergrad Exchge	$3,320.00	$3,438.00	$3,540.00	$3,662.00	$3,850.00	$530.00	16.0%
64	Tuition over 16 hours (AY18 over 15 hours)	$170.00	$184.00	$200.00	$205.00	$239.00	$69.00	40.6%
65	In-service Fees/Cr Hr - Undergrad	$103.00	$106.00	$110.00	$114.00	$115.00	$12.00	11.7%
66	In-service Fees/Cr Hr - Grad	$125.00	$132.00	$138.00	$143.00	$145.00	$20.00	16.0%
67	New Student Orientation Fee	$175.00	$175.00	$175.00	$175.00	$175.00	$0.00	0.0%

Cost of Attending College vs. Per Capita Income
Boise State University

The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.
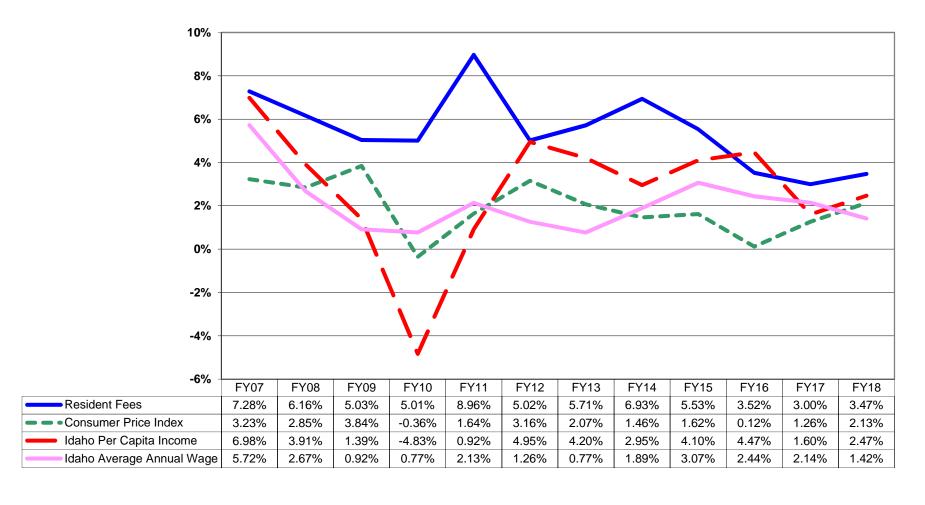
Cost to Deliver College
Boise State University

Student FTE

Categories (bottom to top per bar): Inst, Acad Sup., Stud Serv, Library, Ath & Aux, PP&E, Inst Sup, Fin Aid — shown for years 2007 through 2017.

Left axis (Cost to Deliver College): $-, $50,000,000, $100,000,000, $150,000,000, $200,000,000, $250,000,000

Right axis (Student FTE and Cost per FTE): -, 5,000, 10,000, 15,000, 20,000, 25,000
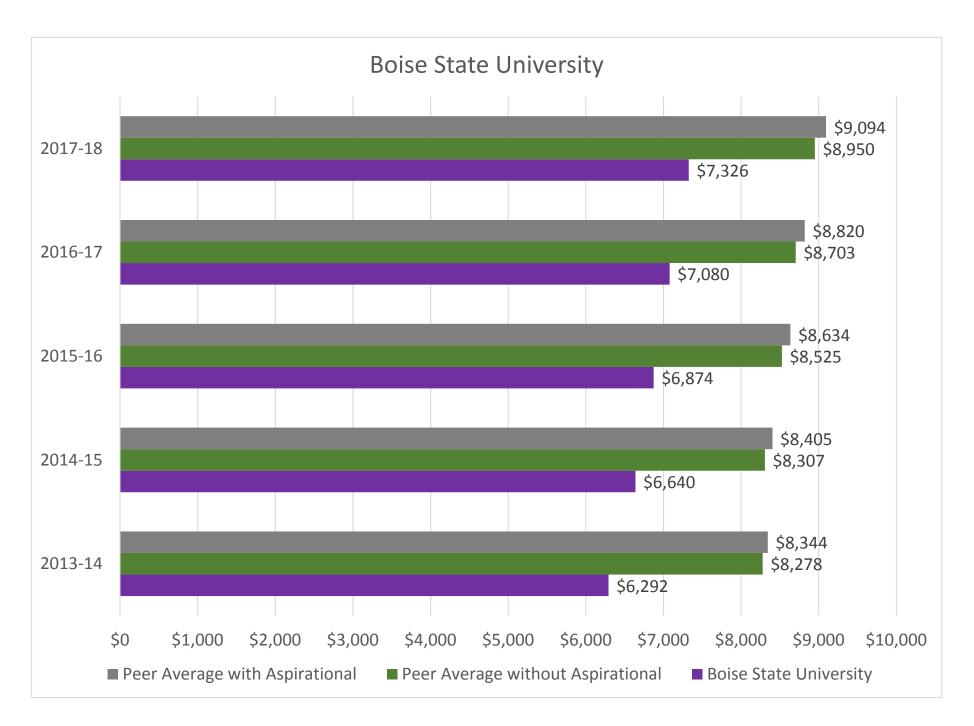
Fin Aid - Financial Aid   Inst Sup - Institutional Support   PP&E - Property, Plant & Equipment   Ath & Aux - Athletics & Auxiliary

Library - Library Educational Materials   Student Serv. - Student Services   Acad. Sup. - Academic Support   Inst - Instruction

Boise State University
Resident Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year

	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Resident Fees	7.28%	6.16%	5.03%	5.01%	8.96%	5.02%	5.71%	6.93%	5.53%	3.52%	3.00%	3.47%
Consumer Price Index	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%
Idaho Per Capita Income	6.98%	3.91%	1.39%	-4.83%	0.92%	4.95%	4.20%	2.95%	4.10%	4.47%	1.60%	2.47%
Idaho Average Annual Wage	5.72%	2.67%	0.92%	0.77%	2.13%	1.26%	0.77%	1.89%	3.07%	2.44%	2.14%	1.42%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Divison of Finanical Management Economic Forecast, January 2018

Boise State University

Year	Peer Average with Aspirational	Peer Average without Aspirational	Boise State University
2017-18	$9,094	$8,950	$7,326
2016-17	$8,820	$8,703	$7,080
2015-16	$8,634	$8,525	$6,874
2014-15	$8,405	$8,307	$6,640
2013-14	$8,344	$8,278	$6,292

■ Peer Average with Aspirational ■ Peer Average without Aspirational ■ Boise State University

IDAHO STATE UNIVERSITY

FY 2019 TUITION & FEES INFORMATION

- Tuition & Fees Recommendation Narrative Provided by Institution .... Page 3

- Provided by Board Staff:

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Idaho State University
Tuition & Fees Hearing Summary

Proposed Changes to Student Fees

This proposal is the result of Idaho State University's comprehensive process for setting tuition and fees, which integrates the Institutional Effectiveness and Assessment Council (IEAC).

The IEAC is designed to more efficiently and inclusively coordinate campus-wide planning, accreditation, academic assessment, and institutional reporting efforts across the University. The IEAC is responsible for overseeing the University planning process, coordinating and assessing strategic directions, ensuring the University meets NWCCU accreditation standards, and implementing the University's strategic planning agenda. The IEAC Steering Committee serves in an advisory role, reporting to the President, and is comprised of individuals who have the skills, knowledge, and authority to lead in this institutional effort. The IEAC is chaired by the Executive Vice President and Provost and is comprised of representatives across campus.

Although continued discipline in the University's budget setting and management process has been essential to enabling the institution to deliver its commitment to remain competitive and be sensitive to parents' and students' concerns regarding the cost of tuition, unforeseen and undesirable financial events continue to occur, such as uneven cash flows due to enrollment fluctuations and unfunded mandates. The University appointed the IEAC to review and assess proposed tuition and fee rates for the upcoming year.

Public hearings to seek testimony on the proposed tuition and fee increases, as published in the Bengal student newspaper, were held at the Idaho Falls, Meridian, Twin Falls, and Pocatello campuses February 28th and March 1st, 2018. The Chief Financial Officer, Associate Vice President for Finance and Administration and Budget Officer, and members of the IEAC and ASISU leadership were present to answer questions.

The attached worksheet, which estimates potential tuition and fee revenue changes for FY 2019, is predicated on the fee rates contained in the ISU Notice of Intent to Adopt Student Fee and Rate Increases issued on February 14, 2018.

Matriculation and Other General Education Fees
As with previous years, student fee revenue is a necessary component of the University's total revenue required for ongoing operations. The proposed increase to undergraduate students is estimated to generate approximately $1,667,000. The proposed increase to graduate and non-resident students is estimated to generate approximately $840,000. This anticipated revenue will be used to fund compensation costs due to a 3% CEC, fringe benefits, academic rank and tenure promotions, graduate and teaching assistants, maintaining a classified employee minimum hourly rate that is 3% above the federal poverty rate for a family of three, investments in safety, security, and Athletics, and 27.8%

of the revenue decline from enrollment changes. Although the University's current financial situation could argue for a higher increase, the institution has limited its tuition and fee request for tuition price competitive and sensitivity reasons, as previously mentioned

Alternatively, due to continuing enrollment challenges, the projected revenue decline from enrollment changes is approximated to be a loss of ($6.0M). As a result, the net revenue change from tuition and enrollment adjustments is estimated to be ($3.5M). The University plans to address the net revenue decline through the budget setting process, reserve spending, and strategic initiatives.

The overall rate of undergraduate tuition and fee increase in this proposal is 3.5% achieving our fourth lowest increase in 30 years.

Student Activity Fees
Student participation is paramount to our budget cycle, particularly in relation to student activity fees. The Student Activity Fee Advisory Board (SAFAB) began meeting in December to review proposals and presentations for student activity fees. A proposal was developed and presented to the IEAC on December 12th.

The SAFAB prioritized requests based upon the impact on student access, recruitment, retention, and graduation, student participation, funding flexibility, and fee requests that primarily will be funding anticipated increases in compensation. As a result, student leadership and members of the SAFAB are proposing a minimum increase necessary to fund changes in compensation.

Additionally, the SAFAB is recommending a new activity fee for student counseling and testing. The revenue generated from this fee will provide preventative mental health and behavioral education programming and services. It will also afford resources for a social worker to provide oversight of these new programs and assist in case management and connecting students to appropriate university and community resources.

The SAFAB is also recommending an increase to the full-time activity fee and the creation of a part-time activity fee for alumni activities. The anticipated revenue will be used to replace the $300.00 alumni association lifetime membership fee with free lifetime membership for all ISU graduates. It also will be used to create an alumni mentorship program that will foster meaningful relationships between alumni and students to help prepare our students for successful futures while leaving a lasting impact on the campus community.

It is important to note, however, that despite the modest increases recommended for some of the student activity fees, it is anticipated that revenue will not provide funding sufficient to cover all personnel costs in local funds, or expand programs, services, or positions that benefit students. As a result, modest reductions in services and programming are expected in most of the locally funded units due to increasing costs and

decreasing revenue. This is only the fourth increase in many of these fees in over ten years.

Professional Fees

Pharmacy
The College of Pharmacy is proposing a professional fee increase of 3.9% for resident students and a 2.8% increase for non-resident students. The proposed $211.00 per semester increase in the Pharmacy professional fee for both resident and non-resident students will be used to help cover the anticipated increase in compensation costs and an expense that was previously paid individually by each student.

The current professional fee covers the cost of all but one textbook through an online program along with testing software used by the students. Currently, students pay an annual fee for additional software used to place them in experiential sites, monitor their progress, and ensure they have the necessary credentials, vaccinations, background checks, and materials. It also provides a platform for preceptors to assess student performance. The cost of this has been approximately $120.00 per year. This cost will now be included in the proposed professional fee to ensure all students are enrolled in the software in a timely manner and to make coordination, verification, and assessment easier for students, staff, faculty, and volunteer preceptors.

Because students are already covering the cost for this additional software, the net increase cost to students is less than what is being requested. The Pharmacy program will continue to remain competitive with the proposed fee increase.

Physical Therapy
Physical Therapy is proposing a 4.2% increase in professional fees for resident students. No professional fee increase is proposed for non-resident students. This increase will help cover the anticipated increase in compensation costs as well as increased costs associated with the anatomy and physiology labs and additional video instruction managers required for program delivery. The Physical Therapy program will continue to remain the most affordable option for resident students among peer institutions.

Occupational Therapy
Occupational Therapy is proposing a 5.9% increase in professional fees for resident students. No professional fee increase is proposed for non-resident students. This increase will help cover the anticipated increase in compensation costs as well as costs associated with faculty promotions, administrative stipends, and an increase in adjunct faculty. Additionally, the increase will help develop fiscal resources to support the transition of the Master of Occupational Therapy degree to the Doctor of Occupational Therapy degree during the next five years, the doctorate now being the preferred professional credential. The Occupational Therapy program will continue to remain the most affordable option for resident students among peer institutions.

Physician Assistant (PA)

The Department of Physician Assistant Studies is proposing a 1.1% increase in professional fees for resident students. No professional fee increase is proposed for non-resident students. The proposed increase in professional fees will cover only a portion of the anticipated increase in compensation costs. It is important to note that when comparing 14 regional programs, ISU's PA program's total resident fees are the third most affordable, yet ISU's PA program's total non-resident fees are the third most expensive. As a result, it is proposed that the increase be applied solely to the resident PA professional fee.

Communication Science Disorders (CSD)

The Department of CSD has four professional programs with the following proposed professional fee increases:

1. Speech Language Pathology MS – 4.6% increase ($3.00)
2. Speech Language Pathology Online Pre-Professional – 2.7% increase ($7.00)
3. Speech Language Pathology Online MS – 2.1% increase ($10.00)
4. Audiology AuD – 4.6% increase ($3.00)

The proposed increases in professional fees are required to fund the anticipated increase in compensation costs. Compared to peer institutions, these professional programs will continue to remain competitive with these increases.

Dental Hygiene

The Department of Dental Hygiene has three professional programs with the following proposed professional fee increases:

1. Dental Hygiene BS – 3.9% increase ($43.00)
2. Dental Hygiene MS – Didactic – 3.3% increase ($5.00)
3. Dental Hygiene MS – Thesis – 3.1% increase ($8.00)

In order for the Dental Hygiene BS program to keep pace with compensation increases, and increasing departmental expenses for equipment repair and replacement, it must increase professional fees. The 3.9% increase is to help defray these costs. Dental Hygiene will not only continue to be financially competitive with this professional fee increase, but will remain the lowest cost program in the intermountain west.

The proposed increases to the Dental Hygiene MS – Didactic and the Dental Hygiene MS – Thesis programs will help fund the anticipated increase in compensation costs as well as travel expenses required to support graduate faculty attending professional meetings and trainings. It will also be used for travel to clinical sites spread across the country due to the program being online. The Dental Hygiene MS programs will continue to remain financially competitive.

Counseling
The Department of Counseling is proposing a 1.1% professional fee increase to cover the increasing costs associated with clinical overhead and compliance. The Graduate Counseling program will continue to remain financially competitive.

Nursing
The School of Nursing has four professional programs with the following proposed professional fee increases:

1. Nursing BSN – 5.1% increase ($45.00)
2. Nursing MSN – 5.0% increase ($54.00)
3. Nursing PhD – 4.5% increase ($49.00)
4. Nursing DNP – 5.0% increase ($97.00)

The proposed increases will cover a portion of the anticipated increase in compensation costs and the increasing costs for laboratory equipment, supplies, and technology support. The costs for laboratory equipment and supplies, simulation equipment, technology and warranty support, and reporting have increased significantly from 2016 to 2017. These are mandatory expenses required for educating nursing students. The School of Nursing has an advanced simulation laboratory at both Pocatello and Meridian campuses where all students participate in hands-on learning in these environments. The equipment, supplies, and technology are required to maintain exceptional learning environments. ISU's professional nursing programs will remain financially competitive even with these proposed professional fee increases.

Radiographic Science
The Radiographic Science Program is proposing a 2.4% professional fee increase to fund the anticipated increase in compensation costs as well as equipment repair and replacement costs. The Radiographic Sciences program will continue to remain financially competitive with the proposed increase.

Medical Lab Science
The Medical Laboratory Sciences program is proposing a 1.1% professional fee increase to assist with increasing costs associated with clinical overhead and compliance. The Medical Laboratory Sciences program will continue to remain financially competitive and more affordable than the University of Utah's program.

Idaho Dental Education Program (IDEP)
IDEP provides access to dental education for Idaho students through a cooperative agreement between ISU and Creighton University in Omaha, Nebraska. This fee and its proposed increase are set by Creighton University.

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IDAHO STATE UNIVERSITY
Changes to Student Fees for FY 2019
Annual Full-Time Fees and Part-Fime Credit Hours Fees

		Bd Appv	FY18 Fees	FY19 Initial Notice	Requested FY19 Fees	Change	% Chg.
	Student Fees:						
1	**Full-time Fees:**						
2	Tuition	**	$5,424.60	$5,645.00	$5,645.00	$220.40	4.1%
3	Technology Fee	**	166.80	166.80	166.80	0.00	0.0%
4	Facilities Fees	**	510.00	510.00	510.00	0.00	0.0%
5	Student Activity Fees	**	1,064.60	1,098.20	1,098.20	33.60	3.2%
6	**Total Full-time Fees**		$7,166.00	$7,420.00	$7,420.00	$254.00	3.5%
7							
8	**Part-time Credit Hour Fees:**						
9	Education Fee	**	$307.33	$318.89	$318.89	$11.56	3.8%
10	Technology Fee	**	6.15	6.15	6.15	0.00	0.0%
11	Facilities Fees	**	0.00	0.00	0.00	0.00	0.0%
12	Student Activity Fees	**	45.52	46.96	46.96	1.44	3.2%
13	**Total Part-time Cr Hr Fees:**		$359.00	$372.00	$372.00	$13.00	3.6%
14							
15	**Other Student Fees:**						
16	Graduate Fees:						
17	Full-time Tuition/Fees	**	$7,602.00	$7,984.00	$7,984.00	$382.00	5.0%
18	Full-time Grad Fee	**	$1,326.00	$1,392.00	$1,392.00	$66.00	5.0%
19	Part-time Tuition/Fees	**	$380.00	$400.00	$400.00	$20.00	5.3%
20	Part-time Grad Fee	**	$67.00	$70.00	$70.00	$3.00	4.5%
21	Nonresident Tuition:						
22	Full-time Nonres Tuition	**	$14,776.00	$15,520.00	$15,520.00	$744.00	5.0%
23	Part-time Nonres Tuition	**	240.00	252.00	252.00	12.00	5.0%
24	Professional Fees:						
25	PharmD - Resident	**	$10,734.00	$11,156.00	$11,156.00	$422.00	3.9%
26	PharmD - Nonres	**	$14,940.00	$15,362.00	$15,362.00	$422.00	2.8%
27	Phys Therapy - Resident	**	$4,320.00	$4,500.00	$4,500.00	$180.00	4.2%
28	Phys Therapy - Nonres	**	$9,720.00	$9,720.00	$9,720.00	$0.00	0.0%
29	Occu Therapy - Resident	**	$3,384.00	$3,585.00	$3,585.00	$201.00	5.9%
30	Occu Therapy - Nonres	**	$7,986.00	$7,986.00	$7,986.00	$0.00	0.0%
31	Physician Assistant - Resident	**	$20,340.00	$20,565.00	$20,565.00	$225.00	1.1%
32	Physician Assistant - Nonres	**	$20,625.00	$20,625.00	$20,625.00	$0.00	0.0%
33	Nursing-BSN	**	$1,780.00	$1,870.00	$1,870.00	$90.00	5.1%
34	Nursing-MSN	**	$2,160.00	$2,268.00	$2,268.00	$108.00	5.0%
35	Nursing-PhD	**	$2,170.00	$2,268.00	$2,268.00	$98.00	4.5%
36	Nursing-DNP	**	$3,880.00	$4,074.00	$4,074.00	$194.00	5.0%
37	Speech Language Path MS (Cr Hr)	**	$65.00	$68.00	$68.00	$3.00	4.6%
38	Speech Language Online PreProf (C	**	$255.00	$262.00	$262.00	$7.00	2.7%
39	Speech Language Online MS (Cr Hr)	**	$480.00	$490.00	$490.00	$10.00	2.1%
40	Audiology AuD (Cr Hr)	**	$65.00	$68.00	$68.00	$3.00	4.6%
41	Dental Hygiene BS (Junior/Senior)	**	$2,180.00	$2,266.00	$2,266.00	$86.00	3.9%
42	Dental Hygiene MS-Didactic (Cr Hr)	**	$150.00	$155.00	$155.00	$5.00	3.3%
43	Dental Hygiene MS-Clinical (Cr Hr)	**	$349.00	$349.00	$349.00	$0.00	0.0%
44	Dental Hygiene MS-Thesis (Cr Hr)	**	$260.00	$268.00	$268.00	$8.00	3.1%
45	Counseling-Graduate	**	$1,098.00	$1,110.00	$1,110.00	$12.00	1.1%
46	Radiographic Science	**	$830.00	$850.00	$850.00	$20.00	2.4%
47	Clinical Lab Science	**	$1,420.00	$1,436.00	$1,436.00	$16.00	1.1%
48	Paramedic Science	**	$1,468.00	$1,468.00	$1,468.00	$0.00	0.0%
49	Dietetics	**	$2,900.00	$2,900.00	$2,900.00	$0.00	0.0%
50	Social Work BA	**	$250.00	$250.00	$250.00	$0.00	0.0%
51	Social Work MS		$400.00	$400.00	$400.00	$0.00	0.0%
52	Athletic Training MS	**	$1,500.00	$1,500.00	$1,500.00	$0.00	0.0%
53	Idaho Dental Education (IDEP)		$27,260.00	$29,311.00	$29,311.00	$2,051.00	7.5%
54	Other Fees:						
55	Western Undergrad Exchge	**	$3,583.00	$3,710.00	$3,710.00	$127.00	3.5%
56	In-service Fees/Cr Hr - Undergrad	**	$114.00	$122.00	$122.00	$8.00	7.0%
57	In-service Fees/Cr Hr - Grad	**	$143.00	$156.00	$156.00	$13.00	9.1%
58	OPF - Community Paramedic Certific	**	$3,300.00	$3,300.00	$3,300.00	$0.00	0.0%
59	New Student Orientation Fee	**	$100.00	$100.00	$100.00	$0.00	0.0%
60							
61							
62							

> **The Full-time fee & Part-time credit hour fee are effective Fall Semester 2018.**
> **Summer session fees are at the Part-time fee rate - effective Summer 2019.**

IDAHO STATE UNIVERSITY
Potential Student Fee Revenue Changes for FY 19
Due to Enrollment and Fee Changes

| | | Projected HC/SCH Count | | Potential Revenue Generated | | | | | |
| | | | | Changes due to Count | | Fee Changes | | Total Rev Chge | |
	Student Fees:	FY18	FY19	Gen Educ	Local	Gen Educ	Local	**Gen Educ**	**Local**
1	**Full-time Fees:**								
2	Tuition	6,232	5,947	($1,546,000)		$1,310,700		($235,300)	
3	Technology Fee	6,232	5,947		(47,500)		0		($47,500)
4	Facilities Fees	6,232	5,947		(145,400)		0		($145,400)
5	Student Activity Fees	6,232	5,947		(303,400)		199,800		($103,600)
6	**Total Full-time Fees**			($1,546,000)	($496,300)	$1,310,700	$199,800	(235,300)	(296,500)
7									
8	**Part-time Credit Hour Fees:**								
9	Tuition	37,450	30,870	($2,022,200)		$356,900		($1,665,300)	
10	Technology Fee	37,450	30,870		(40,500)		0		($40,500)
11	Facilities Fees	37,450	30,870		0		0		$0
12	Student Activity Fees	37,450	30,870		(299,500)		44,500		($255,000)
13	**Total Part-time Cr Hr Fees:**			($2,022,200)	($340,000)	$356,900	$44,500	(1,665,300)	(295,500)
14									
15	**Other Student Fees:**								
16	Graduate Fees:								
17	Full-time Tuition/Fees	924	935	$64,500	$19,200	$325,800	$31,400	390,300	$50,600
18	Full-time Grad Fee	924	935	$14,600		$61,700		76,300	$0
19	Part-time Tuition/Fees	6,012	6,078	21,700	3,400	112,800	8,800	134,500	$12,200
20	Part-time Grad Fee	6,012	6,078	4,400		18,200		22,600	$0
21	Nonresident Tuition:								
22	Full-time Nonres Tuition	1,116	771	(2,548,900)		$286,800		(2,262,100)	$0
23	Part-time Nonres Tuition	1,500	1,176	(77,800)		14,100		(63,700)	$0
24	Professional Fees:								
25	PharmD - Resident	278	273		(53,700)		115,200	-	$61,500
26	PharmD - Nonres	40	61		313,700		25,700	-	$339,400
27	Phys Therapy - Resident	58	36		(95,000)		6,500	-	($88,500)
28	Phys Therapy - Nonres	11	8		(29,200)		0	-	($29,200)
29	Occu Therapy - Resident	34	24		(33,800)		4,800	-	($29,000)
30	Occu Therapy - Nonres	6	5		(8,000)		0	-	($8,000)
31	Physician Assistant - Resident	95	71		(488,200)		16,000	-	($472,200)
32	Physician Assistant - Nonres	19	44		515,600		0	-	$515,600
33	Nursing-BSN	195	204		16,000		18,400	-	$34,400
34	Nursing-MSN	5	5		0		500	-	$500
35	Nursing-PhD	14	14		0		1,400	-	$1,400
36	Nursing-DNP	44	53		34,900		10,300	-	$45,200
37	Speech Language Path MS (Cr Hr)	1,728	1,723		(300)		5,200	-	$4,900
38	Speech Language Online PreProf (C	2,513	1,609		(230,500)		11,300	-	($219,200)
39	Speech Language Online MS (Cr Hr	815	780		(16,800)		7,800	-	($9,000)
40	Audiology AuD (Cr Hr)	844	874		2,000		2,600	-	$4,600
41	Dental Hygiene BS (Junior/Senior)	51	55		8,700		4,700	-	$13,400
42	Dental Hygiene MS-Didactic (Cr Hr)	105	87		(2,700)		400	-	($2,300)
43	Dental Hygiene MS-Clinical (Cr Hr)	0	0		0		0	-	$0
44	Dental Hygiene MS-Thesis (Cr Hr)	62	42		(5,200)		300	-	($4,900)
45	Counseling-Graduate	73	75		2,200		900	-	$3,100
46	Radiographic Science	47	44		(2,500)		900	-	($1,600)
47	Clinical Lab Science	59	54		(7,100)		900	-	($6,200)
48	Paramedic Science	24	27		4,400		0	-	$4,400
49	Dietetics	18	18		0		0	-	$0
50	Social Work BA	58	49		(2,300)		0	-	($2,300)
51	Social Work MS	0	25		10,000		0		$10,000
52	Athletic Training MS	8	15		10,500		0	-	$10,500
53	Idaho Dental Education (IDEP)	8	8		0		16,400	-	$16,400
54	Other Fees:								
55	Western Undergrad Exchge	130	147	60,900		18,700		79,600	$0
56	In-service Fees/Cr Hr - Undergrad	0	0	0		0		-	$0
57	In-service Fees/Cr Hr - Grad	550	273	(39,600)		3,500		(36,100)	$0
58	OPF - Community Paramedic Certifi	20	16		(13,200)		0	-	($13,200)
59	New Student Orientation Fee	2,100	2,150		5,000		0	-	$5,000
60	**Total Other Student Fees**			($2,500,200)	($42,900)	$841,600	$290,400	($1,658,600)	$247,500
61									
62	**Total Additional Student Fee Revenue**			($6,068,400)	($879,200)	$2,509,200	$534,700	($3,559,200)	($344,500)

The schedule of "Potential Student Fee Revenue Changes for FY 19" is a calculation of the potential revenue to be derived from the fee increases being proposed as well as the impact of the change in the number of students paying (net of waivers and discounts, refunds, etc.) those individual fees. The numbers of student payments is reflected in the "HC/SCH Count" columns. FY18 is the current year base budget while FY19 is a reflection of the anticipated FY18 actual.

The Full-time fee & Part-time credit hour fee are effective Fall Semester 2018.
Summer session fees are at the Part-time fee rate - effective Summer 2019.

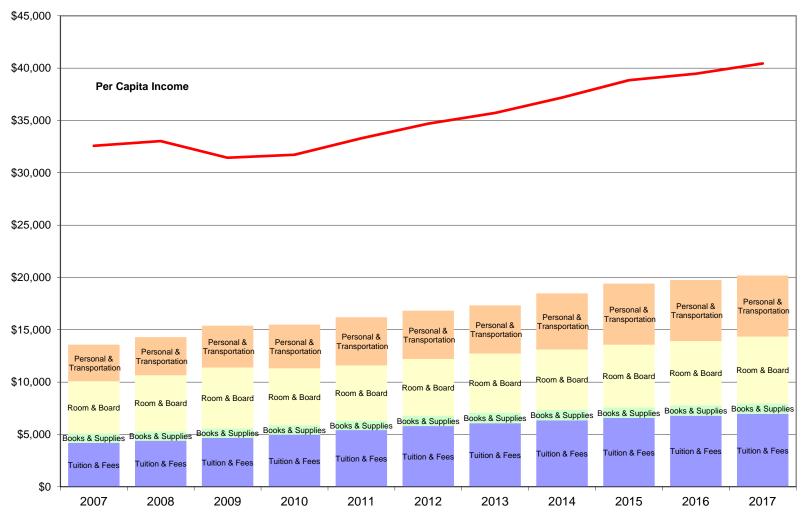**Idaho State University**
FY19 Comparative Scenarios for Tuition

|	Assumes Flat Enrollment		Includes Changes in Enrollment	PROPOSED Includes Changes in Enrollment	
	COVERS: Benefits/CEC/ Comp Sched Chg	**COVERS:** Benefits/CEC/ Comp Sched Chg, Promotions	**COVERS:** Benefits/CEC/ Comp Sched Chg, Promotions, Other	**COVERS:** Benefits/CEC/ Comp Sched Chg, Promotions, Other	% Increase
Total Tuition Need:					
Health Insurance	($539,300)	($539,300)	($539,300)	($539,300)	-0.8%
Variable Benefits	$33,200	$33,200	$33,200	$33,200	0.0%
CEC: Regular Employees	$835,900	$835,900	$835,900	$835,900	1.2%
CEC: Group/Temporary (GTAs only)	$76,200	$76,200	$76,200	$76,200	0.1%
Compensation Schedule Changes	$16,000	$16,000	$16,000	$16,000	0.0%
GTA Fee Waiver	$82,900	$82,900	$82,900	$82,900	0.1%
Faculty Promotions		$150,000	$150,000	$150,000	0.2%
Enrollment Impacts			$6,068,400	$1,689,500	2.4%
Safety/Security Investment			$50,000	$50,000	0.1%
Athletic Limit Increase			$112,900	$112,900	0.2%
Total Tuition Need	$504,900	$654,900	$6,886,200	$2,507,300	3.5%
Total Tuition/Fee Rate Increases				**Proposed Rates**	**Proposed Rates**
FT Undergraduate Resident	0.8%	1.0%	9.8%	3.5%	3.5%
FT Graduate	0.8%	1.0%	9.8%	5.0%	5.0%
FT Non-Resident	0.8%	1.0%	9.8%	5.0%	5.0%
PT Undergraduate Resident	0.8%	1.0%	9.8%	3.6%	3.6%
PT Graduate	0.8%	1.0%	9.8%	5.0%	5.0%
PT Non-Resident	0.8%	1.0%	9.8%	5.0%	5.0%

IDAHO STATE UNIVERSITY
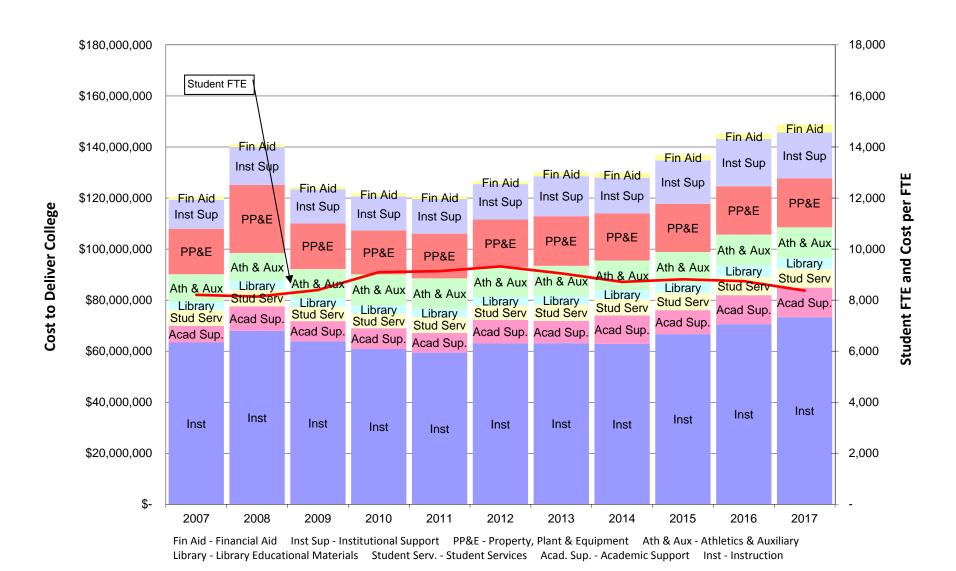
4-year History of Board Approved Fees plus FY19 Requested Fees
Annual Full-Time Fees and Part-Fime Credit Hours Fees

Student Fees:	FY 2015	FY 2016	FY 2017	FY 2018	Request FY 2019	5-Year Increase	% Increase
1 **Full-time Fees**							
2 Tuition (Unrestricted)	$4,909.02	$5,105.06	$5,242.64	$5,424.60	$5,645.00	$735.98	14.99%
3 Technology Fee	166.80	166.80	166.80	166.80	166.80	0.00	0.00%
4 Facilities Fees	510.00	510.00	510.00	510.00	510.00	0.00	0.00%
5 Student Activity Fees	980.18	1,002.14	1,036.56	1,064.60	1,098.20	118.02	12.04%
6 **Total Full-time Fees**	$6,566.00	$6,784.00	$6,956.00	$7,166.00	$7,420.00	$854.00	13.01%
7 Percentage Increase	3.5%	3.3%	2.5%	3.0%	3.5%		
8							
9 **Part-time Credit Hour Fees**							
10 Education Fee	$279.96	$290.00	$297.53	$318.89	$307.33	$27.37	9.78%
11 Technology Fee	6.15	6.15	6.15	6.15	6.15	0.00	0.00%
12 Facilities Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00%
13 Student Activity Fees	41.89	42.85	44.32	46.96	45.52	3.63	8.67%
14 **Total Part-time Cr Hr Fees**	$328.00	$339.00	$348.00	$372.00	$359.00	$31.00	9.45%
15							
16 **Other Student Fees**							
17 Graduate Fees:							
18 Full-time Grad/Prof	$1,168.00	$1,226.00	$1,263.00	$1,326.00	$1,392.00	$224.00	19.18%
19 Part-time Graduate/Hour	$59.00	$62.00	$64.00	$67.00	$70.00	$11.00	18.64%
20 Nonresident Tuition:							
21 Nonres Tuition	$12,760.00	$13,398.00	$14,068.00	$14,776.00	$15,520.00	$2,760.00	21.63%
22 Part-time Nonres Tuition	$207.00	$217.00	$228.00	$240.00	$252.00	$45.00	21.74%
23 Professional Fees:							
24 PharmD - Resident	$9,678.00	$10,030.00	$10,330.00	$10,734.00	$11,156.00	$1,478.00	15.27%
25 PharmD - Nonres	$14,418.00	$14,940.00	$14,940.00	$14,940.00	$15,362.00	$944.00	6.55%
26 Phys Therapy - Resident	$2,714.00	$3,172.00	$3,630.00	$4,320.00	$4,500.00	$1,786.00	65.81%
27 Phys Therapy - Nonres	$7,726.00	$8,640.00	$8,640.00	$9,720.00	$9,720.00	$1,994.00	25.81%
28 Occu Therapy - Resident	$2,320.00	$2,720.00	$2,818.00	$3,384.00	$3,585.00	$1,265.00	54.53%
29 Occu Therapy - Nonres	$6,850.00	$6,850.00	$7,098.00	$7,986.00	$7,986.00	$1,136.00	16.58%
30 Physician Assistant - Res	$19,035.00	$19,815.00	$20,115.00	$20,340.00	$20,565.00	$1,530.00	8.04%
31 Physician Assistant - Nonres	$20,613.00	$20,625.00	$20,625.00	$20,625.00	$20,625.00	$12.00	0.06%
32 Nursing-BSN	$1,722.00	$1,780.00	$1,780.00	$1,780.00	$1,870.00	$148.00	8.59%
33 Nursing-MSN	$2,094.00	$2,160.00	$2,160.00	$2,160.00	$2,268.00	$174.00	8.31%
34 Nursing-PhD	$2,102.00	$2,170.00	$2,170.00	$2,170.00	$2,268.00	$166.00	7.90%
35 Nursing-DNP	$3,766.00	$3,880.00	$3,880.00	$3,880.00	$4,074.00	$308.00	New
36 Speech Language Path MS (Cr Hr)	$51.00	$60.00	$60.00	$65.00	$68.00	$17.00	33.33%
37 Speech Language Online PreProf (Cr	$200.00	$210.00	$245.00	$255.00	$262.00	$62.00	31.00%
38 Speech Language Online MS (Cr Hr)	$432.00	$435.00	$470.00	$480.00	$490.00	$58.00	13.43%
39 Audiology AuD (Cr Hr)	$51.00	$55.00	$60.00	$65.00	$68.00	$17.00	33.33%
40 Dental Hygiene BS (Junior/Senior)	$576.00	$720.00	$2,090.00	$2,180.00	$2,266.00	$1,690.00	293.40%
41 Dental Hygiene MS-Didactic (Cr Hr)	$88.00	$105.00	$143.00	$150.00	$155.00	$67.00	76.14%
42 Dental Hygiene MS-Clinical (Cr Hr)	$349.00	$349.00	$349.00	$349.00	$349.00	$0.00	0.00%
43 Dental Hygiene MS-Thesis (Cr Hr)	$176.00	$210.00	$250.00	$260.00	$268.00	$92.00	52.27%
44 Counseling-Graduate	$932.00	$990.00	$990.00	$1,098.00	$1,110.00	$178.00	19.10%
45 Radiographic Science	$824.00	$830.00	$830.00	$830.00	$850.00	$26.00	3.16%
46 Clinical Lab Science	$940.00	$970.00	$1,420.00	$1,420.00	$1,436.00	$496.00	52.77%
47 Paramedic Science	$1,312.00	$1,370.00	$1,412.00	$1,468.00	$1,468.00	$156.00	11.89%
48 Dietetics (currently a class fee)	$2,700.00	$2,900.00	$2,900.00	$2,900.00	$2,900.00	$200.00	7.41%
49 Social Work BA	$250.00	$250.00	$250.00	$250.00	$250.00	$0.00	0.00%
50 Social Work MS	NA	NA	NA	$400.00	$400.00	New	New
51 Athletic Training	$1,500.00	$1,500.00	$1,500.00	$1,500.00	$1,500.00	$0.00	0.00%
52 Idaho Dental Education (IDEP)	$25,020.00	$25,705.00	$26,476.00	$27,260.00	$29,311.00	$4,291.00	17.15%
53 Other Fees:							
54 Western Undergrad Exchge	$3,283.00	$3,392.00	$3,478.00	$3,583.00	$3,710.00	$427.00	13.01%
55 In-service Fees/Cr Hr - Undergrad	$103.00	$106.00	$110.00	$114.00	$122.00	$19.00	18.45%
56 In-service Fees/Cr Hr - Grad	$125.00	$132.00	$138.00	$143.00	$156.00	$31.00	24.80%
57 OPF - Community Paramedic Certifica	NA	NA	$1,100.00	$1,100.00	$3,300.00	New	New
58 New Student Orientation Fee	$100.00	$100.00	$100.00	$100.00	$100.00	$0.00	0.00%
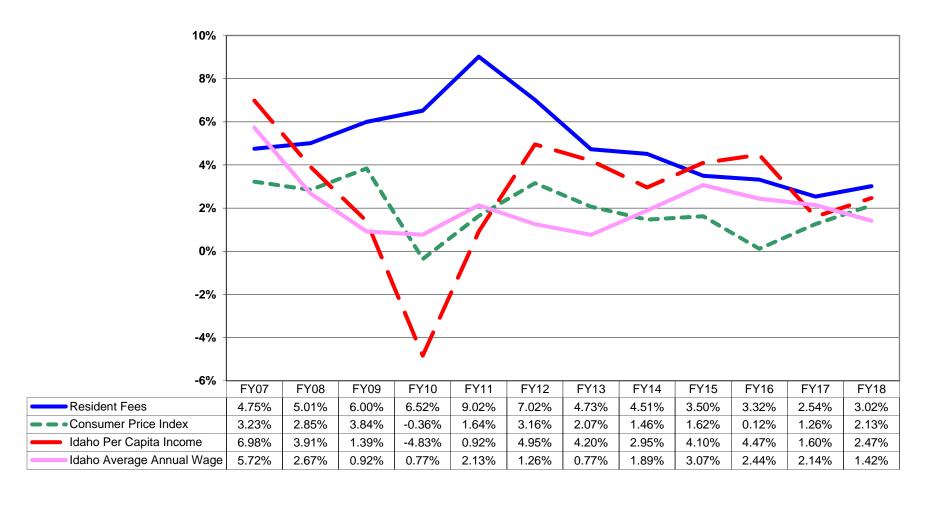
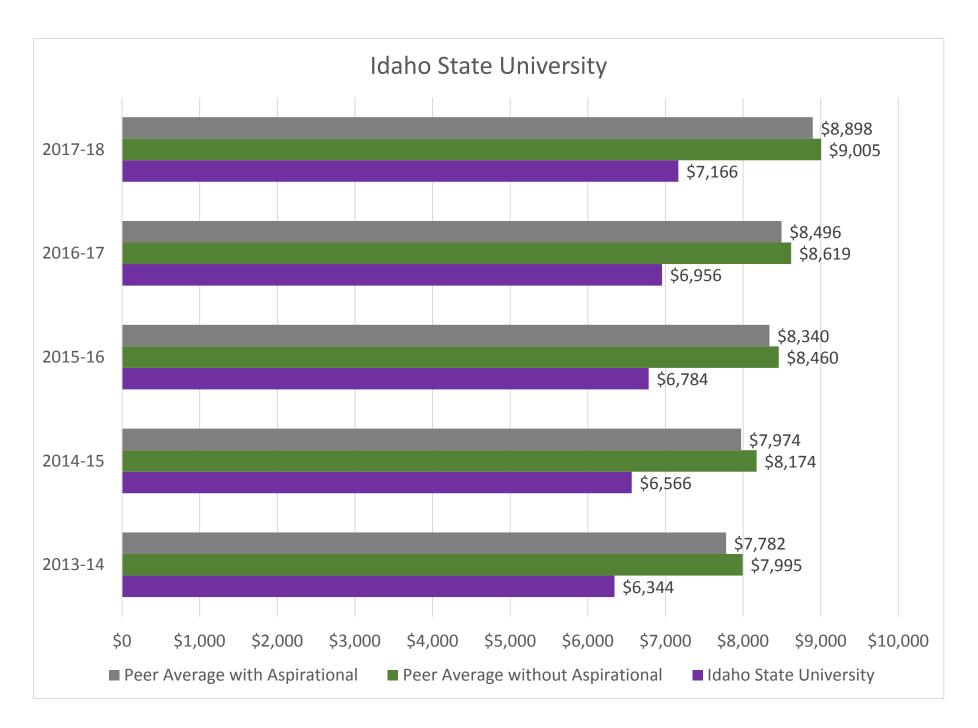# Cost of Attending College vs. Per Capita Income
Idaho State University

The Cost of Attendance includes the full tuition and fees and does not reflect a student possibly receiving financial aid, scholarships, or discounts.

Cost to Deliver College
Idaho State University

Cost to Deliver College (left axis: $- to $180,000,000)
Student FTE and Cost per FTE (right axis: - to 18,000)

Years: 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017

Bar categories (bottom to top): Inst, Acad Sup., Stud Serv, Library, Ath & Aux, PP&E, Inst Sup, Fin Aid

Student FTE (red line)

Fin Aid - Financial Aid   Inst Sup - Institutional Support   PP&E - Property, Plant & Equipment   Ath & Aux - Athletics & Auxiliary

Library - Library Educational Materials   Student Serv. - Student Services   Acad. Sup. - Academic Support   Inst - Instruction

Idaho State University
Resident Fees, CPI, Per Capita Income, Average Annual Wage
% Increase from Prior Year

	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18
Resident Fees	4.75%	5.01%	6.00%	6.52%	9.02%	7.02%	4.73%	4.51%	3.50%	3.32%	2.54%	3.02%
Consumer Price Index	3.23%	2.85%	3.84%	-0.36%	1.64%	3.16%	2.07%	1.46%	1.62%	0.12%	1.26%	2.13%
Idaho Per Capita Income	6.98%	3.91%	1.39%	-4.83%	0.92%	4.95%	4.20%	2.95%	4.10%	4.47%	1.60%	2.47%
Idaho Average Annual Wage	5.72%	2.67%	0.92%	0.77%	2.13%	1.26%	0.77%	1.89%	3.07%	2.44%	2.14%	1.42%

Source: Bureau of Economic Analysis, U.S. Department of Commerce
Divison of Finanical Management Economic Forecast, January 2018

Idaho State University

Year	Peer Average with Aspirational	Peer Average without Aspirational	Idaho State University
2017-18	$8,898	$9,005	$7,166
2016-17	$8,496	$8,619	$6,956
2015-16	$8,340	$8,460	$6,784
2014-15	$7,974	$8,174	$6,566
2013-14	$7,782	$7,995	$6,344

■ Peer Average with Aspirational ■ Peer Average without Aspirational ■ Idaho State University

BOISE STATE UNIVERSITY

SUBJECT
Honors College Program Fee

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.R.3.

ALIGNMENT WITH STRATEGIC PLAN
Goal 2: Educational Attainment, Objective A: Higher Level of Educational Achievement.

BACKGROUND/DISCUSSION
Boise State University (BSU) proposes to establish an Honors College Program Fee which will be charged only to students participating in the Honors College Program. The fee will be charged on a per semester basis in the amount of fifty dollars ($50) beginning fall 2018. BSU estimates annual revenue from this fee at $100,000 which will be used specifically to fund expanded student co-curricular programming to match the 104% growth in students since 2014, as well as funding support staff to ensure BSU's record of student success continues at scale.

The Honors College is a voluntary program that recruits top students from Idaho and the region to enhance BSU's academic reputation. It is designed to strengthen the experience of these qualified applicants through Honors courses and activities. For the past several years, two-thirds of BSU's new students reported Honors was a critical factor in their choice of BSU. Co-curricular activities are a central feature of Honors Colleges nationally.

Additionally, regional Honors Colleges at University of Utah, Oregon State, and University of Oregon charge fees (ranging from $150-$400 per year) that allow the institutions to offer additional programming and support for their students. Without a fee, BSU is at a competitive disadvantage to these programs.

IMPACT
The Honors College Program Fee would allow the program to meet the accelerated demand for services BSU provides to these high-achieving students. In fall 2018, BSU projects its student population to grow an additional 10-15%. BSU has had a record-breaking application cycle with a 20% increase in applications over the last year.

STAFF COMMENTS AND RECOMMENDATIONS

Representatives from BSU will be available to discuss the additional programming and enhanced support that could be provided to Honors College students with funding from the proposed mandatory $50 per semester fee, and whether the fee would be an eligible expense for student financial aid.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to establish an Honors College Program Fee in the amount of fifty dollars ($50) per semester, effective fall 2018.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

SUBJECT
Senior Citizen Fee Adjustment

REFERENCE

February 2014	The Board revised the senior citizen fee in policy V.R. to remove specific requirements that Idaho residents 60 years of age or older be charged a $20 registration fee and $5 per credit hour, and delegated authority to the institutions to determine eligibility for the fee and to set the fee, subject to Board approval.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.R. "Establishment of Fees"

ALIGNMENT WITH STRATEGIC PLAN
Goal 2: Educational Attainment, Objective C: Access—Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

BACKGROUND/DISCUSSION
Boise State University (BSU) proposes to charge standard tuition and fee rates to Idaho residents aged 60 and older who take courses in pursuit of a degree. Currently, BSU's senior citizen policy is based on the Board's earlier policy prior to February 2014 (a $20 registration fee and $5 per credit charge for persons aged 60 and over). BSU offers this fee on a space-available basis, including those senior citizens who are seeking a degree.

Boise State would like to adjust its current practice and, instead, require that standard tuition and fees apply to all students who are pursuing degrees regardless of their age. However, Idaho residents aged 60 and older will be able to audit courses on a space available basis at no charge.

All students who attend the university in pursuit of a degree require the commitment of institutional resources – both instructional and support. Currently, students under age 60 who are pursuing degrees are subsidizing the cost for those above age 60 who are receiving the $5 per credit hour benefit. The proposed change corrects this inequity by charging all degree-seekers the standard tuition and fees. The University will focus its efforts for lifelong learning through course auditing and the Osher Lifelong Learning Institute (Osher).

IMPACT

Boise State serves seasoned adults through the Osher, Idaho's only lifelong learning program, which offers college-level short courses, lectures and other special learning opportunities for intellectually curious adults over age 50. Membership is $70 per year and scholarships are available. Osher's membership has increased over 70% in the last five years and now serves 1,586 individuals.

Providing University services to this audience through the Osher and through free access to auditing courses will ensure seniors have the opportunity to stay actively engaged in learning without impacting the progress of degree-seeking students who are taking courses for credit. Allowing seniors free to no cost opportunities to audit classes is not uncommon; for example, Portland State University and the University of Washington use this model.

Boise State will allow students aged 60 and above who are currently enrolled in a program as degree seeking students to complete their program at the previous level of $5 per credit hour. For all others, this new fee plan will go into effect in fall 2019.

STAFF COMMENTS AND RECOMMENDATIONS

With grandfathering provisions for senior citizens who are currently seeking degrees and a one year delay in the implementation date for all other seniors, the BSU proposal will help to minimize concerns/complaints from eligible students already pursuing degrees under the previous BSU senior citizen fee policy. The continuing "space available" criterion will help provide access to regular degree-seeking students who pay normal tuition and fees. Staff presumes that, under the new policy, special course fees might still be applicable for auditing seniors who participate in all aspects (labs, etc.) of courses that have approved course fees.

BSU representatives will be available to discuss the estimated impact in terms of numbers of affected students and feedback that may have been received to date from students on the proposed policy.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to charge standard tuition and fee rates to Idaho residents 60 years of age and older who take courses in pursuit of a degree, and to offer senior citizens the opportunity to audit courses at no charge, on a space available basis.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT
Idaho Office of School Safety and Security (IOSSS)

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section 33-5901, Idaho Code

BACKGROUND/DISCUSSION
The IOSSS was created by the legislature in 2016 promote the safety and security of the students attending any and all public educational schools and institutions in the state. The goals of the IOSSS, as derived from legislative intent, are as follows:
1. Develop and employ a comprehensive process and instrument for triennial school assessments and reports.
2. Maintain accurate information on school locations and conditions, tracking facility additions and changes.
3. Identify and implement multiple modes of support for the improvement of safety and security within schools.
4. Identify and establish connection with the agencies, institutions and organizations that serve schools, school personnel, or provide some type of service useful for promoting safety and security within the school environment.
5. Identify incidents, conditions and trends that threaten schools. Research and develop effective practices for the purpose of distributing information and providing training as needed. Research and evaluate the efficacy of technological security solutions, advising school on possible implementation.

The IOSSS has an advisory board consisting of thirteen (13) members as follows: four (4) members appointed by the governor; one (1) representative from the State Department of Education; one (1) representative from the state board of education; one (1) representative from the Idaho state police; one (1) representative from the Idaho chiefs of police association; one (1) representative from the Idaho sheriffs' association; one (1) representative from the Idaho office of emergency management; one (1) representative from the Idaho fire chiefs association; and two (2) representatives from the state legislature. The primary purpose of the advisory board is to develop school safety and security guidelines.

IMPACT
This work session will provide the State Board of Education an opportunity to discuss the work of the IOSSS around supporting safe and secure campuses at Idaho's public schools, charter schools and institutions.

ATTACHMENTS
Attachment 1 – 2018 Legislative Report   Page 3

STAFF COMMENTS AND RECOMMENDATIONS

In light of recent events involving school shootings around the country, during the February 2018 regular Board meeting, the Board president asked to have a work session on school safety and security.

BOARD ACTION

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

Idaho School Safety & Security Legislative Report 2018

January 18, 2018

Table of Contents

Introduction to report purpose and Office initiation

This reports summarizes the activities completed by staff of the Idaho Office of School Safety and Security during fiscal year 2018, in accordance with Idaho Statute 33-5806 [33-5906] POWERS AND DUTIES OF THE IDAHO SCHOOL SAFETY AND SECURITY ADVISORY BOARD. The board shall: (3) On or before February 1 of each year, report to the legislature and to the governor on the status of school safety and security in the Idaho public educational facilities.

Both the Idaho Office of School Safety and Security (IOSSS) and The Idaho School Safety and Security Advisory Board were established with the passage of HB 514, entered into Idaho Statute as 33-5804 [33-5904] OFFICE OF SCHOOL SAFETY AND SECURITY, as part of Title 33 Education, Chapter 58 [59] IDAHO SCHOOL SAFETY AND SECURITY ACT. 33-5804 [33-5904] also places the Office of School Safety and Security in the Idaho Division of Building Safety.

The work of the IOSSS is guided by 33-5802 [33-5902], LEGISLATIVE INTENT. It is the intent of the legislature that the purpose of this chapter is to:

(1) Promote the safety and security of the students attending the public educational institutions of the state;
(2) Provide recommendations, systems and training to assist public educational institutions at all levels for the safety and security of students;
(3) Enhance the safety and security resources available to public educational institutions;
(4) Ensure that periodic security assessments of statewide public educational institutions are conducted and reported;
(5) Ensure that surveys are conducted and research information is reported to appropriate parties;
(6) Promote the use of technical methods, devices and improvements to address school security;
(7) Encourage the recognition of security design to be incorporated in future construction or renovation of public educational institutions; and
(8) Provide written reports of security assessments to appropriate school administrative authorities.

Goals developed from intent language

Goal 1: Develop and employ a comprehensive process and instrument for Triennial school assessments and reports. [33-5902] (4)(5)(8)

Goal 2: Maintain accurate information on school locations and conditions, tracking facility additions and changes. [33-5902] (1)(2)(3)

Goal 3: Identify and implement multiple modes of support for the improvement of safety and security within schools. [33-5902] (1)(2)(3)(6)(7)

Goal 4: Identify and establish connection with the agencies, institutions and organizations that serve schools, school personnel, or provide some type of service useful for promoting safety and security within the school environment. [33-5902] (1)(3)

Goal 5: Identify incidents, conditions and trends that threaten schools. Research and develop effective practices for the purpose of distributing information and providing training as needed. Research and evaluate the efficacy of technological security solutions, advising school on possible implementation. [33-5902] (1)(2)(3)(6)(7)(8)

Summary of Foremost Activities

July-August 2017

Assessment tool updated by revising answer choices from graduated to binary, as well as expanding some key questions (example follows). **(Goal 1)**

Original question: Has there been bullying/intimidation/harassment reported?
(Possible responses: Extensive, Moderate, Light, N/A, N/AS)

Revised question(s):
Is there a reported increase in bullying incidents on campus from last year?
(Possible responses: Yes, No)
Is there a reported increase in cyberbullying incidents from last year?
(Possible responses: Yes, No)
Is there a reported decrease in cyberbullying incidents from last year?
(Possible responses: Yes, No)

Restructure the Executive Summary report to school administrators (Appendices A, B).

Ongoing activities:

- 280 Assessments done (08/01/16-12/015/17) **(Goal 1,2,3)**
- 545 hours of training/consulting 07/01/17-12/15/17 **(Goal 3,5)**
    - Emergency Operations Planning
    - Pre-service teacher training
    - Pre-service administration training
    - Radio Communications
    - Effective Supervision practices
    - Behavioral Threat Assessment
    - Basics of Crime Prevention Through Environmental Design (CPTED)
- 34 building project applications reviewed **(Goal 2,5)**
- $ 82,900 donated radio equipment deployed in districts (Appendix C). **(Goal 3,4)**
- Host Law Enforcement Advisory Group to establish standards in emergency management preparedness, training and implementation. **(Goal 3,4)**
- Supporting Partner with Boise State University in National Institute of Justine (NIJ) Comprehensive School Safety Initiative Grant. Scaling up an evidence-based Schoolwide Positive Behavior Intervention Supports approach in the Idaho Rural Implementation Model (I-RIM). **(Goal 3,4)**
- Represent Division of Building Safety as Emergency Support Function representative within the Idaho Office of Emergency Management. **(Goal 4,5)**

Assessment Tool & Aggregated Data

Assessment Element Key

1. School Cover Sheet
2. Demographics
3. Neighborhood-Grounds-Building
4. Intruder
5. Access Control
6. Supervision-Surveillance
7. Student Movement-Transportation
8. Communication
9. High Risk Areas
10. Culture-Climate-School Community
11. Health-Mental Health
12. Cooperating Agencies
13. Training
14. Policy-Procedure
15. Emergency Operations Planning

Aggregated data 08/01/2016-12/15/2017

3.	Neighborhood/ Grounds/Building:	Campus perimeter fenced	- 46% yes
		Campus fence securable	- 15% yes
		Campus fence secured	- 8% yes
5.	Access Control:	Main or primary entry controlled	- 65% yes
		All other perimeter doors locked/controlled/monitored	- 36% yes
		Visitors required to check-in	- 62% yes
		Staff prominently displays photo id	- 24% yes
6.	Supervision/ Surveillance:	Staff monitors entrance/exits during student arrival/departure	- 44% yes
		Video surveillance in place	- 73% yes
		All cameras operational	- 58% yes
8.	Communications:	School office can notify all school interior areas	- 83% yes
		All instructional areas can notify entire school campus	- 47% yes
10.	Culture/Climate/ School Community:	Bullying rates: - Increasing	- 20% yes
		- Decreasing	- 18% yes
		- Cyber increase	- 32% yes
		- Cyber decrease	- 18% yes
		Staff visible in halls interacting positively w/students	- 64% yes
		Student perception data available	- 52% yes
		School wide positive behavioral intervention program in place	- 87% yes
11.	Health/Mental:	Nurse/medical duties performed by general school staff	- 73% yes
12.	Cooperating Agencies:	SRO located on site	- 27% yes
		SRO has job descriptions (as reported by site admin)	- 44% yes
13.	Training:	Certified staff trained on school emergency procedures	- 67% yes
		Classified staff training on school emergency procedures	- 63% yes
		Substitute staff trained on school emergency procedures	- 32% yes

Idaho Office of School Safety/Security Advisory Board

Member	Company/Representing	Mailing Address	Original Appointment	Term Expires
Jeri Henley	Parent of a Student	Gateway Real Estate 321 Eastland Drive North Twin Falls, ID 83301	07/08/2016	07/01/2018
K. Logan Easley	Teacher	West Ada School District 1303 East Central Drive Meridian, ID 83642	07/05/2016	07/01/2019
Senator Marv Hagedorn	Idaho Senate	State of Idaho P.O Box 83720 Boise, ID 83720	07/01/2016	07/01/2018
James Dale Fry, Jr.	Representative Local School Board	515 Christie Street Troy, ID 83871	07/01/2016	07/01/2019
Dr. Becky Meyer	Rep. School Superintendents	Lakeland SD #272 15506 N. Washington St. Rathdrum, ID 83858	07/01/2016	07/01/2019
Matt Freeman	State Board of Education	State Board of Education PO Box 83720 Boise, ID 83720	07/01/2016	07/01/2018
Jeff Gunter	Idaho Police Chiefs Association	Hailey Police Department 115 S. Main, Suite C Hailey, ID 83333	07/01/2016	07/01/2018
Charles 'Chad' A. Huff	Idaho Sheriff's Association	Payette County Sheriff 1130 3rd Avenue, Room 101 Payette, ID 83661	07/01/2016	07/01/2018
John Ganske	Idaho State Police	Idaho State Police 700 S. Stratford Meridian, ID 83642	07/01/2016	07/01/2018
William 'Brad' Richy	Bureau of Homeland Security	State of Idaho 4040 W. Guard St. Bldg 600 Boise, ID 83705	07/01/2016	07/01/2018
David Gates	Idaho Fire Chiefs Association	Pocatello Fire Department 408 E. Whitman Avenue Pocatello, ID 83201	07/01/2016	07/01/2018
Matt McCarter	State Department of Education Superintendent of Public Instruction	State Dept of Education PO Box 83720 Boise, ID 83720-0027	07/01/2016	07/01/2018
Rep. Wendy Horman	House of Representatives	State of Idaho PO Box 83720 Boise, ID 83720	07/05/2016	07/01/2018

Office Locations and Staff

Meridian, Main Office 1090 E Watertower St., Ste 150 Meridian, ID 83642 208-332-7155 Program Manager, Brian Armes brian.armes@dbs.idaho.gov Region 2 Security Analyst, Mike Munger mike.munger@dbs.idaho.gov Admin-Assistant, Kayla Harris-Baker kayla.harris@dbs.idaho.gov	Coeur d'Alene 1250 Ironwood Dr., Ste 220 Coeur d'Alene, ID 83814 208-332-7155 Region 1 Security Analyst, Mark Feddersen mark.feddersen@dbs.idaho.gov	Pocatello 2055 Garrett Way Building 1, Ste 4 Pocatello, ID 83201 208-332-7155 Region 3 Security Analyst, Guy Bliesner guy.bliesner@dbs.idaho.gov

Appendices

- Appendix A – Example of Assessment Executive Summary

- Appendix B – 2nd Example of Assessment Exec Summary

- Appendix C – List of Communication Projects and donated equipment

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SUBJECT
Institution and Agency Strategic Plan

REFERENCE

April 2017	The Board reviewed the institution, agency, and special/health programs strategic plans and requested the plans be submitted using a consistent template.
June 2017	The Board approved the annual updates to the institution, agency, and special/health program strategic plans.
December 2017	The Board approved new system-wide performance measures for the institutions focused on outcomes from the CCA Game Changers.
February 2018	The Board approved the State K-20 Education Strategic Plan.

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

ALIGNMENT WITH STRATEGIC PLAN
Goals 1 through 3: Institution and agency strategic plans are required to be in alignment with the Board's K-20 Strategic Plan.

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

Board policy I.M. sets out the minimum components that must be included in the strategic plans and defines each of those components. The Board's requirements are in alignment with DFM's guidelines and the requirements set out in sections 67-1901 through 67-1903, Idaho Code. Each strategic plan must include:

1. A comprehensive mission and vision statement covering the major programs, functions and activities of the institution or agency. Institution mission statements must articulate a purpose appropriate for a degree granting institution of higher education, with its primary purpose to serve the educations

interest of its students and its principal programs leading to recognized degrees. In alignment with regional accreditation, the institution must articulate its purpose in a mission statement, and identify core themes that comprise essential elements of that mission.

2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.

    i. Institutions (including Career Technical Education) shall address, at a minimum, instructional issues (including accreditation and student issues), infrastructure issues (including personnel, finance, and facilities), advancement (including foundation activities), and the external environment served by the institution.

    ii. Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).

    iii. Each objective must include at a minimum one performance measure with a benchmark.

3. Performance measures must be quantifiable indicators of progress.

4. Benchmarks for each performance measure must be, at a minimum, for the next fiscal year, and include an explanation of how the benchmark level was established.

5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.

6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

7. Institutions and agencies may include strategies at their discretion.

In addition to the required compenents and the definition of each component, Board policy I.M. requires each plan to be submitted in a consistent format. The Planning, Policy and Governmental Affairs committee established a template for strategic plan submittal that has been in place since April 2017.

At the December 2017 Regular Board meeting the Board discussed and approved new "System-wide Performance Measures." The new system-wide performance measures are targeted toward measuring outcomes that are impacted by the implementation of the Complete College America Game Changers. The institutions' directors of institutional research were provided the opportunity to give feedback on how each performance measure could be consistently counted across

institutions. The plans provided by the institutions with this agenda item are the first plans that use the new system-wide performance measures. While each institution is required to use the system-wide performance measures, each institution sets their own benchmarks. The institutional research directors met and discussed the system-wide performance measures and how they could be collected and reported consistently between institutions prior to Board consideration.

The new system-wide performance measures are:

<u>Timely Degree Completion</u>
I. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting
II. Percent of first-time, full-time, freshmen graduating within 150% of time
III. Total number of certificates/degrees produced, broken out by:
   a) Certificates of at least one academic year
   b) Associate degrees
   c) Baccalaureate degrees
IV. Number of unduplicated graduates, broken out by:
   a) Certificates of at least one academic year
   b) Associate degrees
   c) Baccalaureate degrees

<u>Reform Remediation</u>
V. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher

<u>Math Pathways</u>
VI. Percent of new degree-seeking freshmen completing a gateway math course within two years

<u>Structured Schedules</u>
VII. Number of programs offering structured schedules.

<u>Guided Pathways</u>
VIII. Percent of first-time, full-time freshmen graduating within 100% of time

In addition to including the system-wide performance measures, the Board has consistently requested the benchmarks contained within the strategic plans be aspirational benchmarks, not merely a continuation of the "status quo."

All of the strategic plans are required to be in alignment with the Board's system-wide strategic plans; these include the Board's overarching K-20 education strategic plan (approved at the February Board meeting), the Science, Technology,

Engineering and Math (STEM) Education Strategic Plan, the Higher Education Research Strategic Plan, and the Idaho Indian Education Strategic Plan.

Additionally, Executive Order 2017-02 requires updates on the adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of the Center for Internet Security Critical Security Controls (CIS Controls) to be included in each institution's and agency's strategic plan. The institutions and agencies have the option of imbedding this into their strategic plans or providing it as an addendum to the strategic plan.

IMPACT

Review will provide the Board with the opportunity to give the institutions and agencies direction on any final changes prior to consideration for approval at the June Board meeting.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS
As part of the Board's constitutional and statutory responsibility for oversight and governance of public education in Idaho, the Board approves all of the public education related strategic plans; this includes the approval of each of the required strategic plans for the special programs and health programs that are funded through the various education budgets. In total, the Board considers and approves 24 updated strategic plans annually, inclusive of the K-20 Education Strategic Plan approved in February. Approved plans must meet the strategic planning requirements in Idaho Code, Board Policy, and any Executive Orders that impact strategic planning. Review and approval of the strategic plans gives the Board the opportunity at the broader policy level to affect the long-term direction of public education in the state as well as measure the progress the institutions and agencies are making in meeting their goals and objectives as well as the Board's goals and objectives.

As part of this year's Work Session review of the strategic plans the Planning, Policy and Governmental Affairs Committee of the Board would like to focus work on understanding the institution and agency plan alignment, how the goals and objectives will impact or move the needle on the Board's 60% Educational Attainment Goal, and how the plans promote greater educational system alignment and coordination. The institutions and agencies were requested to submit their plans showing amendments to goals, objectives, and performance measures. Amendments that only updated performance measure data did not need to be shown as changes. For the June Regular Board meeting clean versions of the plans will be provided for approval.

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

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University of Idaho
Strategic Plan and Process

2019 - 2023

Base 10-year plan established for 2016 – 2025; approved by the SBOE June 2016
Reviewed and submitted May 2017 for 2018 - 2023

MISSION STATEMENT

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

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

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

VISION STATEMENT

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

GOAL 1: Innovate
Scholarly and creative work with impact

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

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

Performance Measures:
  I.   *Research Expenditures ($ million)*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
97	95	96	102	**105[2]**

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

Performance Measures:
  I.   *Terminal degrees in given field (PhD, MFA, etc.)*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
290	275	279	236	**300**

II. *Number of Postdocs, and Non-faculty Research Staff with Doctorates*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
65	66	70	102	**72[2]**

III. *Number of undergraduate and graduate students paid from sponsored projects (System wide metric)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
489 (UG) & 488 (GR) 977 Total	575(UG) & 574 (GR) 1,149 Total	697 (UG) & 463 (GR) 1,160 Total	598 (UG) & 597(GR) 1,195 Total	**610 (UG) & 609 (GR) 1,237 Total[2]**

IV. *Percentage of students involved in undergraduate research (System wide metric)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
74%	67%	66%	65%	**69%[2]**

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

Performance Measures:
I. *Invention Disclosures*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
18	14	18	21	**25[2]**

GOAL 2: Engage
Outreach that inspires innovation and culture

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

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

Performance Measures:
I. *Go-On Impact[3]*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	NA	35%	35%	**45%[4]**

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

Performance Measures:

  I.   *Percentage Faculty Collaboration with Communities (HERI)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
54	57	57	57	**64[4]**

  II. *Economic Impact ($ Billion)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	1.1	1.1	1.1	**1.2[4]**

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

Performance Measures:

  I.   *Number of Direct UI Extension Contacts*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
359,622	338,261	360,258	Not yet available	**359,000[4]**

  II. *NSSE Mean Service Learning, Field Placement or Study Abroad*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	52%	52%	52%	**58%[4]**

  III. *Alumni Participation Rate[5]*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
8.5%	9%	10.9%	10%	**10%[4]**

  IV. *Dual credit (System wide metric) a) Total Credit Hours b) Unduplicated Headcount*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
5,021 / 1,136	6,002 / 1,178	6,754/1,479	10,170 / 2,251	**6,700 / 1,250[4]**

GOAL 3: Transform
Educational experiences that improve lives

Increase our educational impact.

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

Performance Measures:

  I.   *Enrollment*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
11,834	11,534	11,371	11,780	**12,500[2]**

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

Performance Measures:

I. *Retention – New Students (System wide metric)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
77.4%	80.1%	77.4%	77%	**83%[6]**

II. *Retention – Transfer Students (System wide metric)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
82.8%	79.2%	83.4%	83%	**78%[4]**

III. *Graduates (All Degrees: IPEDS)[7], b)Undergraduate Degree (PMR), 6) Graduate / Prof Degree (PMR), d) % of enrolled UG that graduate (System wide metric), e) % of enrolled Grad students that graduate (System wide metric)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
3,047	2,861	2,700	2,668	**2,950[2]**
1,886	1,765	1,687	1,800	**1,800[2]**
635 / 133	618 / 123	598 / 144	700 / 130	**750 / 130[4]**
20%	20%	20%	20%	**20%[4]**
30%	39%	42%	30%	**45%[4]**

IV. *NSSE High Impact Practices*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	67%	67%	67%	**70%[4]**

V. *Remediation (System wide metric) a) Number, b) % of first time freshman*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
136 / 12%	150 / 14%	151 / 14%	230 / 19%	**158 / 14%[4]**

VI. *Number of UG degrees/certificates produced annually (Source: IPEDS Completions 1st & 2nd Major)* <mark>New Statewide Performance Measure</mark>

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Bachelors: 2,115	Bachelors: 2,143	Bachelors: 2,017	Bachelors: 1,865	**2,000[4]**

VII. *Percentage of UG degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment* <mark>*New Statewide Performance Measure*</mark>

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Math 54%	Math 50%	Math 54%	Math 51%	**Math 56%[4]**
ENGL NA	ENGL 66%	ENGL 72%	ENGL 72%	**ENGL 77%[4]**

VIII. *Percentage of first time UG degree seeking students completing a gateway math course within two years of enrollment.** New Statewide Performance Measure

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
69.6%	70.1%	68.9%	63.4%	**74%[4]**

* Course meeting the Math general education requirement.

IX. *Percentage of students completing 30 or more credits per academic year.* New Statewide Performance Measure

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
35.7%	37.1%	36.4%	37.5%	**40%[4]**

X. *Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 100% of time.* New Statewide Performance Measure

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
27.8%	29.1%	29.7%	30.1%	**34%[4]**
Cohort 2008-09	Cohort 2009-10	Cohort 2010-11	Cohort 2011-12	

XI. *Percentage of first-time, full-time UG degree/certificate seeking students who graduate within 150% of time (Source: IPEDS).* New Statewide Performance Measure

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
57.8%	57.3%	55.8%	54.5%	**60%[4]**
Cohort 2008-09	Cohort 2009-10	Cohort 2010-11	Cohort 2011-12	

XII. *Number of UG programs offering structured schedules.** New Statewide Performance Measure

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
164 / 164	163 / 163	158 / 158	160 / 160	**155 / 155[4]**

*The definition of this metric was unclear, but all programs have an approved plan of study.

XIII. *Number of UG unduplicated degree/certificate graduates.* New Statewide Performance Measure

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Bachelors: 1,981	Bachelors: 2,005	Bachelors: 1,865	Bachelors: 1,758	**2,000[4]**

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

Performance Measures:

I. *Equity Metric: First term GPA & Credits (% equivalent)*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
88% / 75%	75% / 75%	62.5% / 87.5%	62.5% / 87.5%	**85% / 85%**[4]

GOAL 4: Cultivate
A valued and diverse community

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

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

Performance Measures:

I. *Multicultural Student Enrollment (heads)*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
2,415	2,605	2,678	2,678	**3,130**[8]

II. *International Student Enrollment (heads)*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
712	766	664	800	**950**[4]

III. *Percentage Multicultural a) Faculty and b) Staff*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
17% / 11%	19% / 12%	19% / 13%	19% / 13%	**21% / 14%**[4]

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

Performance Measures:

I. *Chronicle Survey Score: Job Satisfaction*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
NA	Survey average in the 2nd group of 5	Survey average in the 2nd group of 5	Survey average in the 2nd group of 5	**Survey average in the 3rd group of 5**[9]

II. *Full-time Staff Turnover Rate*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
18.52%	17.6%	16.91%	15.70%	**16%**[10]

Objective C: *Improve efficiency, transparency and communication.*

Performance Measures:

    I.   ***Cost per credit hour (System wide metric)***

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
$323	$335	$340	$355	**$366[11]**

    II>   ***Efficiency (graduates per $100K) (System wide metric)***

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
1.36	1.20	1.15	1.16	**1.32[4]**

Key External Factors

Factors beyond our control that affect achievement of goals

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

Evaluation Process
A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.

The metrics will be reviewed annually to evaluate their continued appropriateness in assessing the various goals and processes. As the feedback from the annual review process is reviewed the effectiveness of the processes will be refined. These feedback cycles are in place for Strategic Plan Metrics, Program Prioritization Metrics, External Program Review Process as well as a continued examination of various elements of community need as well.

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[1] Quality and scope will be measured via comparison to Carnegie R1 institutions with the intent of the University of Idaho attaining R1 status by 2025. See methodology as described on the Carnegie Foundation website (http://carnegieclassifications.iu.edu/).
[2] This was established as a means to achieve our end goal for enrollment and R1 status by 2025.
[3] Measured via survey of newly enrolled students, For students who answered "Yes or No", "Somewhat No" or "Definitely no" to "In your high school junior year, were you already planning to attend college (UI or other)?" the percent that responded "Yes or No", "Somewhat Yes" or "Definitely Yes" to "Have the University of Idaho's information and recruitment efforts over the last year impacted your decision to go to college?"
[4] Internally set standard to assure program quality.
[5] Given data availability and importance for national rankings, percent of alumni giving is used for this measure.
[6] Based on a review of our SBOE peer institutions

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

[8] Based on a review of the Idaho demographic and a desire to have the diversity match or exceed that of the general state population.

[9] Based on our desire is to reach the "Good" range (65%-74%), as established by the survey publisher.

[10] Based on HR's examination of turnover rates of institutions nationally.

[11] Established by SBOE.

✓	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	*Goal 2:* EDUCATIONAL ATTAINMENT	*Goal 3:* WORKFORCE READINESS	
Institution/Agency Goals and Objectives				
GOAL 1: Innovate *Scholarly and creative work with impact* *Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world*				
Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.		✓	✓	
Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.	✓		✓	
Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.			✓	
GOAL 2: Engage *Outreach that inspires innovation and culture* *Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.*				
Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture .		✓	✓	
Objective B: Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.		✓	✓	

✓	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	*Goal 2: EDUCATIONAL ATTAINMENT*	*Goal 3: WORKFORCE READINESS*	
Objective C: Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.	✓	✓		
GOAL 3: Transform *Educational experiences that improve lives* *Increase our educational impact.*				
Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.		✓		
Objective B: Foster educational excellence via curricular innovation and evolution.		✓	✓	
Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.		✓		
GOAL 4: Cultivate *A valued and diverse community* *Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale.*				
Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives.		✓	✓	
Objective B: Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.		✓	✓	
Objective C: Improve efficiency, transparency and communication.	✓			

Metric and Data Definitions

Guiding principle for metric selection and use.

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

Metrics for Goal 1 (Innovate):

1.) **Terminal Degrees** in given field is the number of Ph.D., P.S.M., M.F.A., M.L.A., M.Arch, M.N.R., J.D., D.A.T., and Ed.D degrees awarded annually pulled for the IR Degrees Awarded Mult table used for reporting to state and federal constituents. This data is updated regularly and will be reported annually.

2.) **Postdocs, and Non-faculty Research Staff with Doctorates** as reported annually in the Graduate Students and Postdoctorates in Science and Engineering Survey (http://www.nsf.gov/statistics/srvygradpostdoc/#qs).

3.) **Research Expenditures** as reported annually in the Higher Education Research and Development Survey (http://www.nsf.gov/statistics/srvyherd/).

4.) **Invention Disclosures** as reported annually in the Association of University Technology Mangers Licensing Activity Survey (http://www.autm.net/resources-surveys/research-reports-databases/licensing-surveys/).

5.) **Number of undergraduate and graduate students paid from sponsored projects:** This metric is a newly established SBOE metric. It is calculated by the Office of Research and reported annually.

6.) **Percent of students engaged in undergraduate research:** This is a metric from the PMR for the SBOE. These PMR data are pulled from the Graduating Senior Survey annually.

Metrics for Goal 2 (Engage):

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

2.) **Extension Contacts**: Outreach to offices in relevant Colleges (CALS, CNR, Engineering, etc.) will provide data from the yearly report to the Federal Government on contacts. This represents direct teaching contacts made throughout the year by recording attendance at all extension classes, workshops, producer schools, seminars and short courses.

3.) **Collaboration with Communities**: HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, "Collaborated with the local community in research/teaching." This survey is administered every three to five years.

4.) **NSSE Mean Service Learning, Field Placement or Study Abroad:** This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE.

5.) **Alumni Participation Rate**: This is provided annually by University Advancement and represents the percentage of alumni that are giving to UI. It is calculated based on the data reported for the Voluntary Support of Education (VSE) report. (http://cae.org/fundraising-in-education/). It is updated annually.

6.) **Economic Impact:** This is taken from the EMSI UI report as the summary of economic impact. This report is updated periodically and the data will be updated as it becomes available.

7.) **Dual Credit:** These data are pulled from the PMR which is developed for the SBOE annually.

Metrics for Goal 3 (Transform):

1.) **Enrollment:** This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of census date. The data is updated annually.

2.) **Equity Metric:** This metric is derived from the census date data used for reporting retention and graduation rate which is updated annually. The analysis is limited to first-time full-time students. The mean term 1 GPA and semester hours completed for FTFT students is calculated for the all students combined and separately for each IPEDS race/ethnicity category. The mean for the 8 groups are compared to the overall mean. The eight groups identified here are American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, International, Native Hawaiian or Other Pacific Islander, Two or More Races and White. If the mean for a group is below the overall mean by 1/3 or more of a standard deviation it is considered below expectations/equity. The percentage of these 8 groups meeting the equity cut off is reported. So for example if 6 of the 8 groups meet equity it is reported as 75%. As there are groups with low numbers the best method for selecting the cut off was based on the principle of effect size (i.e., https://researchrundowns.wordpress.com/quantitative-methods/effect-size/).

3.) **Retention:** This is reported as first-time full-time student retention at year 1 using the data reported to the SBOE, IPEDs and the Common Data set. This is updated annually. The final goal was selected based on the mean of the 2015-16 year for the aspiration peer group for first-year retention as reported in the Common Data Set. This group includes Virginia Tech, Michigan State University and Iowa State University.

4.) **Graduates (all degrees):** This is reported from the annual data used to report for IPEDS and the Common Data set for the most recent year and includes certificates.

5.) **Degrees by level:** Items (a) to (c) under Graduates are pulled from the PMR established by the SBOE. These numbers differ from IPEDs as they are aggregated differently and so the numbers do not sum to the IPEDs total.

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

7.) **Remediation:** This metric comes from the PMR of the SBOE. It is updated annually.

Metrics for Goal 4 (Cultivate):

1.) **Chronicle Survey Score (Survey Average):** This metric is being baselined in spring 2016 and will utilize the "Survey Average" score. The desire is to reach the "Good" range (65%-74%), which is the 4th group of 5, or higher. The survey can be found here http://chroniclegreatcolleges.com/reports-services/.

2.) **Multicultural Student Enrollment**: The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.

3.) **International Student Enrollment**: The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.

4.) **Full-time Staff Turnover Rate** is obtained from UI Human Resources on an annual basis.

5.) **Percentage of Multicultural Faculty and Staff** is the underline percentage of full-time faculty and staff that are not Caucasian/Unknown from the IPEDS report. Full-time faculty is as reported in IPEDS HR Part A1 for full-time tenured and tenure track. Full-time staff is as reported in IPEDS B1 using occupational category totals for full-time non-instructional staff.

6.) **Cost per credit hour:** This metric is from the PMR for the SBOE and is update annually.

7.) **Efficiency:** This metric is from the PMR for the SBOE and is update annually.

Cybersecurity Overview and
Critical Security Controls Assessment Report

Date: June 19, 2017
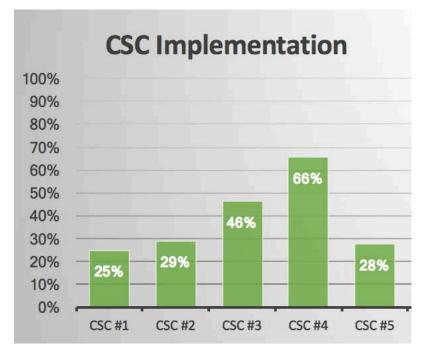
Status: FINAL

Author: Mitch Parks mitch@uidaho.edu

Contents

Executive Summary

In response to increasing cybersecurity threats and the Idaho Governor's Executive Order 2017-02 issued January 16, 2017, UI ITS personnel initiated an assessment of current cybersecurity measures as well as UI's status in respect to the Center for Internet Security (CIS) Critical Security Controls (CSC) 1-5. The CSC assessment was scored using the AuditScripts initial assessment tool recommended by the State Office of the CIO and acting Chief Information Security Officer, Lance Wyatt. Direction from the State Office of the CIO was to complete only the assessment by June of 2017, with any new implementation activities to occur in Fiscal Year 2018.

Between March 2 and May 15, 2017, the ITS team reviewed each of the Critical Security Controls from version 6.1 of CIS. That assessment shows a 0.39 (out of 1.0) overall implementation for the first 5 controls.

Overall completion for each control combines scoring for policy, implementation, automation and reporting. A 100% score could be achieved by approving the written policy, implementing and automating a control for all systems, and reporting it to the executive level. For some specific controls, 100% implementation will not be desirable or achievable on a university network. Prioritization, scope, and target percentage of specific controls will be assessed and prioritized.

The results of this assessment will be used within the FY18 IT Security Plan and will be prioritized with other technology risks to meet the goals of our target profile under the NIST Cybersecurity Framework.

High Level Cybersecurity Assessment

Summarized below are several measures taken by the University to protect its technology and information from internal and external breaches.

Policies/Procedures

The University has established policies and procedures over the following areas:

- Administrative Systems and Applications
- Information Technology Services (ITS) Security Access
- User Provided Software on ITS Systems
- Computer User Account Procedures
- University Data Classification and Standards
- Acceptable Use of Technology Resources
- Networked Computing Device Standards
- Proactive UI Network Security Measures
- UI Password/Pass-phrase Policy
- Managing Systems for Employee Turnover
- Computer File Backup and Recovery
- Scheduling and Notification of Central Computer System Outages
- Computer Security Violations
- Banner Training and Authorization
- Payment Card Processing

External Review

In 2013, the University engaged an external higher education consulting team to provide an objective view of the state of information technology policy and security at the University. Many recommendations were implemented, including the establishment of an Information Security Office, the hiring of an Information Security Officer, and the development of a number of policies, standards, and best practices.

Technology Security Advisory Council

In 2014, the University formed a nine-member council to advocate for improved security, identify potential IT security issues, and advise the Information Security Officer on strategies, priorities, and communication. This council meets monthly.

Employee Training and Awareness

In 2017, the University required all employees to complete an on-line training module on cyber security risk. The University has achieved a 96% completion rate. In addition, the University Information Security Officer has conducting phishing awareness campaigns to educate employees on how to protect their data and devices from phishing attacks.

Encryption

The University has implemented the first phase of a device encryption program based on the University data classification policy. This project has encrypted 338 devices as of June 19, 2017, representing 95% of identified devices with potentially high risk data.

Governor's Executive Order No. 2017-02
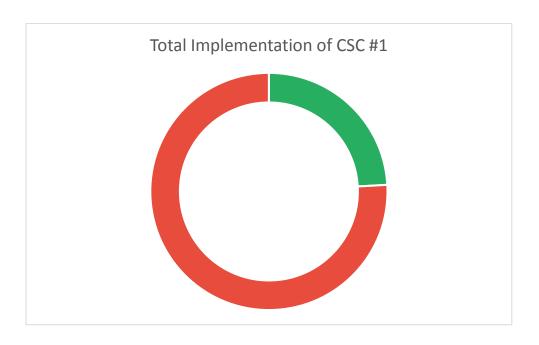
Two of the ten directives listed in the EO are:

- Adoption and implementation of the National Institute of Standards and Technology (NIST) cybersecurity framework; and
- Implementation of the first five Center for Internet Security (CIS) critical security controls.

The University has adopted the NIST framework and has conducted a self-assessment of the CIS controls (no.'s 1-5) and is discussed later in this document. The results of the self-assessment have been communicated to the University President. The University Information Security Officer is also near completion of a cyber security strategic plan which will outline recommended action items for the University going forward.

Critical Security Controls

Using the AuditScripts tool, the following pages show the overall risk for each control. This assumes that any control not fully implemented has been implicitly, if not explicitly, accepted as a risk. Detailed answers on each control are not provided, but are on file in the ITS Information Security Office.

CSC #1: Inventory of Authorized and Unauthorized Devices
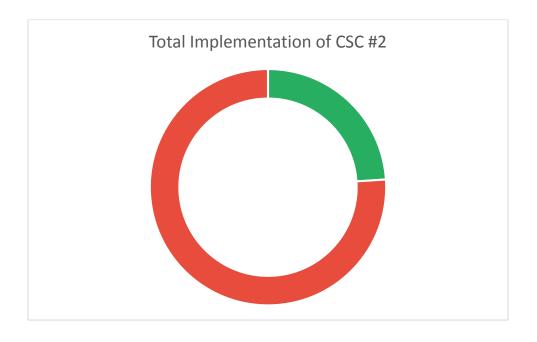
Total Implementation of CSC #1

Risk Addressed:	24%

Risk Accepted:	76%

ID	Critical Security Control Detail
1.1	Deploy an automated asset inventory discovery tool and use it to build a preliminary inventory of systems connected to an organization's public and private network(s). Both active tools that scan through IPv4 or IPv6 network address ranges and passive tools that identify hosts based on analyzing their traffic should be employed.

1.2	If the organization is dynamically assigning addresses using DHCP, then deploy dynamic host configuration protocol (DHCP) server logging, and use this information to improve the asset inventory and help detect unknown systems.
1.3	Ensure that all equipment acquisitions automatically update the inventory system as new, approved devices are connected to the network.
1.4	Maintain an asset inventory of all systems connected to the network and the network devices themselves, recording at least the network addresses, machine name(s), purpose of each system, an asset owner responsible for each device, and the department associated with each device. The inventory should include every system that has an Internet protocol (IP) address on the network, including but not limited to desktops, laptops, servers, network equipment (routers, switches, firewalls, etc.), printers, storage area networks, Voice Over-IP telephones, multi-homed addresses, virtual addresses, etc. The asset inventory created must also include data on whether the device is a portable and/or personal device. Devices such as mobile phones, tablets, laptops, and other portable electronic devices that store or process data must be identified, regardless of whether they are attached to the organization's network.
1.5	Deploy network level authentication via 802.1x to limit and control which devices can be connected to the network. The 802.1x must be tied into the inventory data to determine authorized versus unauthorized systems.
1.6	Use client certificates to validate and authenticate systems prior to connecting to the private network.

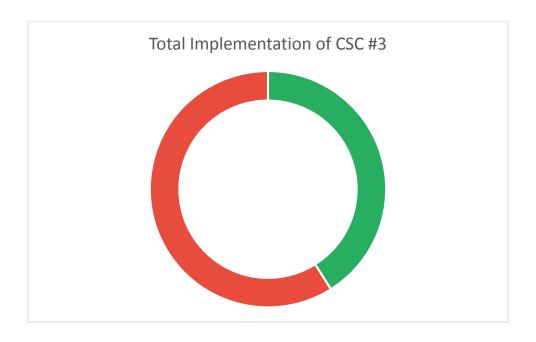## CSC #2: Inventory of Authorized and Unauthorized Software

Total Implementation of CSC #2

Risk Addressed:	24%

Risk Accepted:	76%

ID	Critical Security Control Detail
2.1	Devise a list of authorized software and version that is required in the enterprise for each type of system, including servers, workstations, and laptops of various kinds and uses. This list should be monitored by file integrity checking tools to validate that the authorized software has not been modified.
2.2	Deploy application whitelisting technology that allows systems to run software only if it is included on the whitelist and Protects execution of all other software on the system. The whitelist may be very extensive (as is available from commercial whitelist vendors), so that users are not inconvenienced when using common software. Or, for some special-purpose systems (which require only a small number of programs to achieve their needed business functionality), the whitelist may be quite narrow.

2.3	Deploy software inventory tools throughout the organization covering each of the operating system types in use, including servers, workstations, and laptops. The software inventory system should track the version of the underlying operating system as well as the applications installed on it. The software inventory systems must be tied into the hardware asset inventory so all devices and associated software are tracked from a single location.
2.4	Virtual machines and/or air-gapped systems should be used to isolate and run applications that are required for business operations but based on higher risk should not be installed within a networked environment.

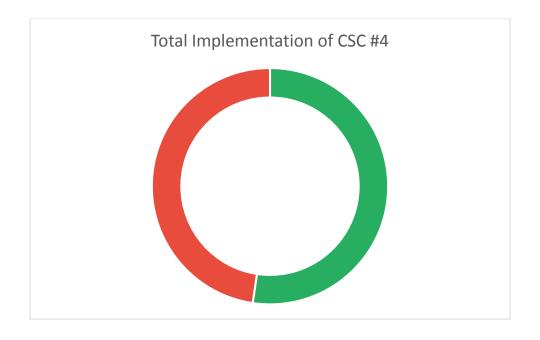## CSC #3: Secure Configurations for Hardware and Software

Total Implementation of CSC #3

Risk Addressed:	41%

Risk Accepted:	59%

ID	Critical Security Control Detail
3.1	Establish standard secure configurations of your operating systems and software applications. Standardized images should represent hardened versions of the underlying operating system and the applications installed on the system. These images should be validated and refreshed on a regular basis to update their security configuration in light of recent vulnerabilities and attack vectors.
3.2	Follow strict configuration management, building a secure image that is used to build all new systems that are deployed in the enterprise. Any existing system that becomes compromised should be re-imaged with the secure build. Regular updates or exceptions to this image should be integrated into the organization's change management processes. Images should be

	created for workstations, servers, and other system types used by the organization.
3.3	Store the master images on securely configured servers, validated with integrity checking tools capable of continuous inspection, and change management to ensure that only authorized changes to the images are possible. Alternatively, these master images can be stored in offline machines, air-gapped from the production network, with images copied via secure media to move them between the image storage servers and the production network.
3.4	Perform all remote administration of servers, workstation, network devices, and similar equipment over secure channels. Protocols such as telnet, VNC, RDP, or others that do not actively support strong encryption should only be used if they are performed over a secondary encryption channel, such as SSL, TLS or IPSEC.
3.5	Use file integrity checking tools to ensure that critical system files (including sensitive system and application executables, libraries, and configurations) have not been altered. The reporting system should: have the ability to account for routine and expected changes; highlight and alert on unusual or unexpected alterations; show the history of configuration changes over time and identify who made the change (including the original logged-in account in the event of a user ID switch, such as with the su or sudo command). These integrity checks should identify suspicious system alterations such as: owner and permissions changes to files or directories; the use of alternate data streams which could be used to hide malicious activities; and the introduction of extra files into key system areas (which could indicate malicious payloads left by attackers or additional files inappropriately added during batch distribution processes).
3.6	Implement and test an automated configuration monitoring system that verifies all remotely testable secure configuration elements, and alerts when unauthorized changes occur. This includes detecting new listening ports, new administrative users, changes to group and local policy objects (where applicable), and new services running on a system. Whenever possible use tools compliant with the Security Content Automation Protocol (SCAP) in order to streamline reporting and integration.

3.7	Deploy system configuration management tools, such as Active Directory Group Policy Objects for Microsoft Windows systems or Puppet for UNIX systems that will automatically enforce and redeploy configuration settings to systems at regularly scheduled intervals. They should be capable of triggering redeployment of configuration settings on a scheduled, manual, or event-driven basis.

CSC #4: Continuous Vulnerability Assessment and Remediation

Total Implementation of CSC #4
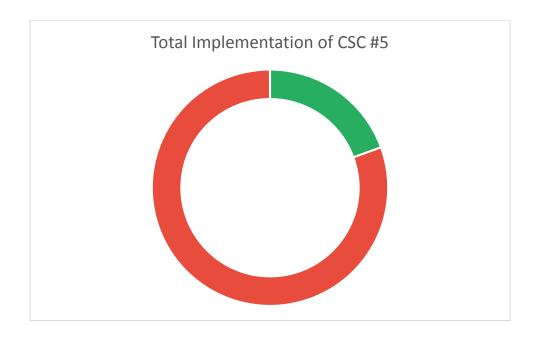
Risk Addressed:	52%

Risk Accepted:	48%

ID	Critical Security Control Detail
4.1	Run automated vulnerability scanning tools against all systems on the network on a weekly or more frequent basis and deliver prioritized lists of the most critical vulnerabilities to each responsible system administrator along with risk scores that compare the effectiveness of system administrators and departments in reducing risk. Use a SCAP-validated vulnerability scanner that looks for both code-based vulnerabilities (such as those described by Common Vulnerabilities and Exposures entries) and configuration-based vulnerabilities (as enumerated by the Common Configuration Enumeration Project).

4.2	Correlate event logs with information from vulnerability scans to fulfill two goals. First, personnel should verify that the activity of the regular vulnerability scanning tools is itself logged. Second, personnel should be able to correlate attack detection events with prior vulnerability scanning results to determine whether the given exploit was used against a target known to be vulnerable.
4.3	Perform vulnerability scanning in authenticated mode either with agents running locally on each end system to analyze the security configuration or with remote scanners that are given administrative rights on the system being tested. Use a dedicated account for authenticated vulnerability scans, which should not be used for any other administrative activities and should be tied to specific machines at specific IP addresses. Ensure that only authorized employees have access to the vulnerability management user interface and that roles are applied to each user.
4.4	Subscribe to vulnerability intelligence services in order to stay aware of emerging exposures, and use the information gained from this subscription to update the organization's vulnerability scanning activities on at least a monthly basis. Alternatively, ensure that the vulnerability scanning tools you use are regularly updated with all relevant important security vulnerabilities.
4.5	Deploy automated patch management tools and software update tools for operating system and software/applications on all systems for which such tools are available and safe. Patches should be applied to all systems, even systems that are properly air gapped.
4.6	Monitor logs associated with any scanning activity and associated administrator accounts to ensure that this activity is limited to the timeframes of legitimate scans.
4.7	Compare the results from back-to-back vulnerability scans to verify that vulnerabilities were addressed either by patching, implementing a compensating control, or documenting and accepting a reasonable business risk. Such acceptance of business risks for existing vulnerabilities should be periodically reviewed to determine if newer compensating controls or subsequent patches can address vulnerabilities that were previously accepted, or if conditions have changed, increasing the risk.
4.8	Establish a process to risk-rate vulnerabilities based on the exploitability and potential impact of the vulnerability, and segmented by appropriate groups of assets (example, DMZ servers, internal network servers, desktops, laptops). Apply patches for the riskiest vulnerabilities first. A phased rollout can be used to minimize the impact to the organization. Establish expected patching timelines based on the risk rating level.

CSC #5: Controlled Use of Administrative Privileges

Total Implementation of CSC #5

Risk Addressed:	19%

Risk Accepted:	81%

ID	Critical Security Control Detail
5.1	Minimize administrative privileges and only use administrative accounts when they are required. Implement focused auditing on the use of administrative privileged functions and monitor for anomalous behavior.
5.2	Use automated tools to inventory all administrative accounts and validate that each person with administrative privileges on desktops, laptops, and servers is authorized by a senior executive.
5.3	Before deploying any new devices in a networked environment, change all default passwords for applications, operating systems, routers, firewalls, wireless access points, and other systems to have values consistent with administration-level accounts.
5.4	Configure systems to issue a log entry and alert when an account is added to or removed from a domain administrators' group, or when a new local administrator account is added on a system.

5.5	Configure systems to issue a log entry and alert on any unsuccessful login to an administrative account.
5.6	Use multifactor authentication for all administrative access, including domain administrative access. Multi-factor authentication can include a variety of techniques, to include the use of smart cards, certificates, One Time Password (OTP) tokens, biometrics, or other similar authentication methods.
5.7	Where multi-factor authentication is not supported, user accounts shall be required to use long passwords on the system (longer than 14 characters).
5.8	Administrators should be required to access a system using a fully logged and non-administrative account. Then, once logged on to the machine without administrative privileges, the administrator should transition to administrative privileges using tools such as Sudo on Linux/UNIX, RunAs on Windows, and other similar facilities for other types of systems.
5.9	Administrators shall use a dedicated machine for all administrative tasks or tasks requiring elevated access. This machine shall be isolated from the organization's primary network and not be allowed Internet access. This machine shall not be used for reading e-mail, composing documents, or surfing the Internet.

Appendix A: References

Tracking of key references useful for this report.

Executive Order 2017-01	Findings of the Idaho Cybersecurity Taskforce	https://gov.idaho.gov/mediacenter/exec orders/eo17/EO%202017-02.pdf
Critical Security Controls	Version 6.1	https://www.cisecurity.org/controls/
Audit Scripts	Free Assessment Resources	http://www.auditscripts.com/free-resources/critical-security-controls/

BOISE STATE UNIVERSITY

UPDATED FOR FY2019 THROUGH FY2023

MISSION STATEMENT
CORE THEMES
VISION
STRATEGIC PLAN
MAPPING OF STRATEGIC PLAN TO THE SBOE STRATEGIC PLAN
MAPPING OF STRATEGIC PLAN TO THE
COMPLETE COLLEGE IDAHO PLAN
KEY EXTERNAL FACTORS

Focus on Effectiveness

Boise State University
Strategic Plan

Mission

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

Vision

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

Core Themes

Each core theme describes a key aspect of our mission. A complete description can be accessed at https://academics.boisestate.edu/planning/core-themes-2/.

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

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

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

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

2

Boise State University Strategic Plan: *Focus on Effectiveness*
Update to OSBE March 2018

STRATEGIC PLAN GOALS AND OBJECTIVES

NOTE THAT IN THIS DOCUMENT, THE "STRATEGIES" OF BOISE STATE UNIVERSITY'S ORIGINAL PLAN HAVE BEEN CONSOLIDATED INTO "OBJECTIVES" TO MATCH THE TEMPLATE OF THE IDAHO STATE BOARD OF EDUCATION

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

Objective A: Develop the Foundational Studies Program into a memorable centerpiece of the undergraduate experience.

Performance Measures:

NSSE[1] Indicators: For Freshmen Only (% of peer group rating)	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023

Academic Challenge
    >Higher-order learning
    >Reflective & integrative learning
Learning with Peers
    >Collaborative learning
    >Discussions with diverse others
	97%⇔[2]
	100%⇔
	
	97%⇔
	95%⇩
		NSSE survey every three years	*NSSE survey every three years*	Available fall 2018	100%
					102%
					
					100%
					100%
						105%[3]
						105%
						
						105%
						105%

Objective B: Provide a relevant, impactful educational experience that includes opportunities within and across disciplines for experiential learning.

Performance Measures:

Students participating in internships	FY 2015	FY 2016	FY 2017	FY 2018 (preliminary)	Target ("Benchmark")	
					FY 2019	FY 2023
>Number of students with internship credit	948	996	921	*923*	1,100	1,500

NSSE % of senior participating in internships (and similar experiences), and in research	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>% of students participating in internships and other applied experiences	51.2%	*NSSE survey every three years*	*NSSE survey every three years*	Available fall 2018	52%	55%
>% of students participating in research w/faculty members	20.4%				22%	27%

Vertically Integrated Projects[4] (VIPs)	FY 2015	FY 2016	FY 2017	FY 2018 (preliminary)	Target ("Benchmark")	
					FY 2019	FY 2023
>Number of students enrolled in VIP credit	60	61	75	*50*	81	180
>Number of VIP teams	6	8	8	*Available July 2018*	9	18

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[1] "NSSE" refers to the National Survey of Student Engagement (http://nsse.indiana.edu/), which is used by Boise State University every three years to gather information from freshmen and seniors on a variety of aspects of their educational experiences. Because NSSE is taken by a substantial number of institutions, Boise State is able to benchmark itself against peer institutions.

[2] ⇔ Indicates that Boise State's score is statistically the same as peers; ⇩&⇧ indicate statistically lower and higher than peers.

[3] A percentage of 105% indicates that Boise State would score 5% better than peers.

[4] Boise State University recently implemented a Vertically Integrated Projects (VIPs) initiative. VIPs unite undergraduate education with faculty research in a team-based context. Students earn credit for participation. Boise State is a member of the VIP national consortium that includes more than 20 universities and is hosted by Georgia Tech. Not that not all student participants sign up for credit.

3

Objective C: Cultivate intellectual community among students and faculty and facilitate respect for the diversity of human cultures, institutions, and experiences.

Performance Measures:

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
Learning with Peers	103%⇧	*NSSE survey every three years*	*NSSE survey every three years*	Available fall 2018		
>Collaborative learning					105%	105%
>Discussions with diverse others	94%⇩				98%	100%
Experiences with faculty						
>Student-faculty interaction	90%⇩				95%	100%
>Effective teaching practices	96%⇩				100%	100%

Objective D: Invest in faculty development, innovative pedagogies, and an engaging environment for learning.

Performance Measures:

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
Academic Challenge		*NSSE survey every three years*	*NSSE survey every three years*	Available fall 2018		
>Higher-order learning	99%⇔				100%	105%
>Reflective & integrative learning	102%⇔				105%	105%
>Learning strategies	97%⇩				100%	105%
>Quantitative reasoning	102%⇔				105%	105%
Learning with Peers						
>Collaborative learning	103%⇧				105%	105%
Experiences with faculty						
>Effective teaching practices	90%⇩				95%	100%

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

Objective A: Design and implement innovative policies and procedures that remove barriers to graduation and facilitate student success.

Performance Measures:

Unduplicated number of graduates (distinct by award level)[5]	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>Undergraduate Certificate	Dupl.[7]	Dupl.	Dupl.			
>Associate	166	141	114		150	150
>Baccalaureate	2,971	2,998	3,141		3,450	3,950
>(SBOE target for baccalaureate graduates[6])	(2,700)	(2,843)	(2,986)	Available Sept. 2018	(3,273)	N/A
>Graduate Certificate	226	173	212		250	300
>Master's	703	670	776		825	900
>Educational Specialist	--	10	15		20	30
>Doctoral	14	18	36		38	48
Total Distinct Graduates	3,938	3,916	4,173			

	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 Cohort	Target ("Benchmark")		
First year retention rate[8]					F2018 cohort	F2020 cohort	F2022 cohort
>Percent of first-time, full-time freshmen retained	75.6%	78.2%	79.8%		81%	83%	84%
>Percent of Idaho-resident Pell-eligible first-time full-time freshmen retained	66.3%	72.7%	72.6%	Available Oct. 2018	77%	79.5%	82.5%
>Percent full-time transfers retained or graduated	73.5%	75.4%	73.8%		78%	80%	82.5%

	Fall 2011 Cohort	Fall 2012 Cohort	Fall 2013 Cohort	Fall 2014 Cohort	Target ("Benchmark")	
4-year graduation rate[9]					Fall 2015 cohort	Fall 2019 cohort
> % of first-time, full-time freshmen who graduated	19.0%	21.1%	25.5%		30%	35%
>% of Idaho-resident, Pell-eligible, first-time, full-time freshmen who graduated	9.2%	10.9%	12.2%	Available Sept. 2018	18%	25%
>% of full-time transfers who graduated	46.5%	47.0%	47.5%		50%	50%

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[5] SBOE required metric: timely degree completion. Distinct graduates by award level, totaled for summer, fall, and spring terms. Note that these totals cannot be summed to get the overall distinct graduate count due to some students earning more than one award (e.g., graduate certificate and a master's) in the same year.

[6] Number in parentheses is the SBOE target for the # of baccalaureate graduates as per PPGA agenda materials, August 12, 2012, Tab 10 page 3. SBOE specified targets only through 2020.

[7] Undergraduate certificates are now awarded unless student is graduating with a bachelor's degree; therefore all graduates are duplicates of bachelor's degree recipients.

[8] Retention measured as the percent of a cohort returning to enroll the subsequent year. Transfer retention reflect the percent of the full-time baccalaureate-seeking transfer cohort that returned to enroll the following year or graduated.

[9] SBOE required metric: guided pathways. % of first-time, full-time freshman graduating within 100% of time.

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6-year graduation rate[10]	Fall 2009 cohort	Fall 2010 cohort	Fall 2011 cohort	Fall 2012 cohort	Target ("Benchmark") Fall 2013 cohort	Target ("Benchmark") Fall 2017 cohort
> % of first-time, full-time freshmen who graduated	37.9%	38.7%	43.4%	Available Sept. 2018	46%	51%
>% of Idaho-resident, Pell-eligible, first-time, full-time freshmen who graduated	26.3%	29.3%	30.4%		37%	46%
>% of full-time transfers who graduated	50.6%	51.0%	58.3%		57%	61%

Gateway math success of new degree-seeking freshmen[11]	Fall 2013 Cohort	Fall 2014 Cohort	Fall 2015 Cohort	Fall 2016 Cohort	Target ("Benchmark") Fall 2017 Cohort	Target ("Benchmark") Fall 2021 Cohort
>% completed within two years	82.07%	84.40%	87.79%	Available Sept. 2018	89%	90%

Progress indicated by credits per year[12]	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark") FY 2019	Target ("Benchmark") FY 2023
>% of undergraduate degree seeking students with 30 or more credits per year	28.3%	28.4%	28.3%	Available July 2018	30%	32%

Success in credit-bearing course after remedial course[13]	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark") FY 2019	Target ("Benchmark") FY 2023
>English	64.3%	66.4%	Available July 2018	Available July 2019	70%	73%
>Mathematics	58.4%	60.1%			65%	68%

Student Achievement Measure (After six years: % graduated or still enrolled at Boise State or elsewhere)[14]	Fall 2009 cohort	Fall 2010 Cohort	Fall 2011 cohort	Fall 2012 cohort	Target ("Benchmark") Fall 2013 cohort	Target ("Benchmark") Fall 2016 Cohort
>First-time, full-time Freshman cohort	66%	64%	71%	Available Nov. 2018	73%	76%
>Full-time Transfer student cohort	72%	74%	80%		77.5%	80%

Structured Programs[15]	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark") FY 2019	Target ("Benchmark") FY 2023
Programs with a structured schedule	100%	100%	100%	100%	100%	100%

[10] SBOE required metric: timely degree completion. % of first-time, full-time freshman graduating within 150% of time.

[11] SBOE required metric: math pathways. Based on cohorts of incoming first-time bachelor degree seeking cohorts (full- plus part-time) who complete a gateway course (Math 123, 143, 157, or 243) or higher within two years (e.g., students who entered in fall 2015 and completed a gateway math or higher by the end of summer 2017).

[12] SBOE required metric: timely degree completion. Based on PSR1 annual undergraduate degree seeking students. Includes students enrolled in both fall and spring semesters or summer, fall, and spring; excludes students who took only summer course(s) or summer and either fall or spring semester.

[13] SBOE required metric: reform remediation. Percent of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit-bearing course (C- or above) within one year of completing the remedial course (e.g., students who took remedial course in fall 2016 and completed a subsequent course by the end of fall 2017). Math remediation defined as Math 025 and English remediation defined as English 101P.

[14] The "Student Achievement Measure" (SAM) is a nationally-recognized metric that provides more comprehensive view of progress and attainment than can be provided by measures such as the 6-year graduation rate or the 1-year retention rate. The rate equals the total percent of students who fall into one of the following groups: graduate from or are still enrolled at Boise State, or graduated or still enrolled somewhere else.

[15] SBOE required metric: structured programs. Percentage of academic degree programs with structured schedules.

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Degrees and Certificates Awarded[16]	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 20223
>Undergraduate Certificate	64	136	227	Available Sept. 2018	300	400
>Associate	168	145	114		150	150
>Baccalaureate	3,154	3,174	3,168		3,650	4,150
>Graduate Certificate	237	178	220		250	300
>Master's	703	670	776		825	900
>Doctoral	14	18	36		38	48

Objective B: Ensure that faculty and staff understand their responsibilities in facilitating student success.

Performance Measures:

NSSE Indicators: For Seniors Only (% of peer group rating)	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
Experiences with faculty >Student-faculty interaction	90%⇩	*NSSE survey every three years*	*NSSE survey every three years*	Available fall 2018	95%	100%
Campus Environment >Quality of interactions >Supportive environment	101%⇔ 91%⇩				105% 95%	105% 100%
NSSE student rating of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>Quality of interaction with academic advisors	100.5%⇔	*NSSE survey every three years*	*NSSE survey every three years*	Available fall 2018	105%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)	97.7%⇔				100%	100%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)	104.7%⇧				105%	105%

Objective C: Bring classes to students using advanced technologies and multiple delivery formats.

Performance Measures:

Dual enrollment[17]	FY 2015	FY 2016	FY 2017	FY 2018 (preliminary)	Target ("Benchmark")	
					FY 2019	FY 2023
>Number of credits produced	15,675	15,534	21,519	*23,573*	24,775	30,600
>Number of students served	3,578	3,597	4,857	*5,382*	5,650	7,000

eCampus (Distance Education)	FY 2015	FY 2016	FY 2017	FY 2018 (preliminary)	Target ("Benchmark")	
					FY 2019	FY 2023
>Student Credit Hours	73,668	81,178	91,342	*108,315*	119,150	170,000
>Distinct Students Enrolled	11,369	12,106	13,055	*14,430*	15,450	19,000

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[16] SBOE required metric: degree completion. Reflects the number of awards made (first major, second major, plus certificates as reported to IPEDS). This is greater than the number of graduating students because some graduating students received multiple awards.

[17] 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 numbers of credits earned. Reflects data from the annual Dual Credit report to the Board.

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Goal 3: Gain distinction as a doctoral research university.

Objective A: Build infrastructure for research and creative activity; support and reward interdisciplinary collaboration; and recruit, retain, and support highly qualified faculty, staff, and students from diverse backgrounds.

Performance Measures:

Total Research & Development Expenditures	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
Expenditures as reported to the National Science Foundation	$31.3M	$32.0M	$34.9 M	*Available Feb. 2019*	$38M	$44M

Publications of Boise State authors and citations of those publications over 5-year period	CY 2010-14	CY 2011-15	CY 2012-16	CY 2013-17	Target ("Benchmark")	
					For CY 2015-19	For CY 2019-23
>Number of peer-reviewed publications by Boise State faculty, staff, students[18]	1,449	1,533	1,709	1,957	2,100	2,300
>Citations of peer-reviewed publications authored Boise State faculty, staff students[19]	9,499	11,190	12,684	8,147	14,000	20,000

Percent of research grant awards and awarded grant $$ that are Interdisciplinary vs. single discipline[20]	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>Percent of research grant awards that have PIs and Co-PIs in two or more different academic departments (i.e., are interdisciplinary)	9.4%	8.2%	9.0%	Not available	10%	15%
>$$ per grant award for interdisciplinary grants	$289,381	$537,951	$481,554		$550,000	$650,000
>$$ per grant award for single-discipline grants	$160,327	$142,530	$186,144		$200,000	$225,000

Objective B: Identify and invest in select areas of excellence with the greatest potential for economic, societal, and cultural benefit, including the creation of select doctoral programs with a priority in professional and STEM disciplines.

Performance Measures:

Carnegie Foundation Ranking[21]	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>Basic Classification	M1 (Master's Large)	R3 (Research: Moderate)	R3 (Research: Moderate)	R3 (Research: Moderate)	R3 (Research: High)	R3 (Research: High)

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

[19] Total citations, during the listed five-year span, of peer-reviewed publications published in that same five-year span; limited to those publications with Boise State listed as an address for at least one author; from Web of Science.

[20] Excludes no-cost extensions. Represents per-grant, not per-person $$.

[21] Definitions of the three classifications show are as follows: R2: Doctoral Universities – Higher research activity; R3: Doctoral Universities – Moderate research activity; M1: Master's Colleges and Universities – Larger programs

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Number of doctoral graduates	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
Graduates with PhD, DNP, EdD	14	18	36	Available Sept. 2018	38	48

New Doctoral programs	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
New doctoral programs created	No new doctoral programs	No new doctoral programs	Fall 16 start: PhD Computing	Fall 17 start: PhD Ecology, Evolution & Behavior	PhDs in: STEM Ed; Biomed Engr; Couns. Ed	New Doctor of Public Health in collaboration with Idaho State Univ; New PhD Mechanical Engr in collaboration with Univ of Idaho

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

Objective A: Include community impact in the creation and assessment of university programs and activities.

Performance Measures:

Number of graduates in high demand disciplines[22] (bachelor's, master's, doctoral)	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
Number of graduates	1,415	1,451	1,575	Available Sept. 2018	1,650	1,900

Rate of employment in Idaho one year after graduation[23]	Graduation Year Cohort				Target ("Benchmark")	
	F2012 Cohort	F2013 Cohort	F2014 Cohort	F2015 Cohort	F2017 Cohort	F2021 Cohort
>Idaho residents	80%	81%	80%	Not available	82%	83%
>Non-residents	43%	45%	41%		45%	46%

Objective B: Increase student recruitment, retention, and graduation in STEM disciplines.

Performance Measures:

STEM Graduates[24]	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
Number of STEM degree graduates (bachelor's, STEM education, master's, doctoral)	540	564	671	Available Sept. 2018	725	875
STEM degree graduates as % of all degree graduates, bachelor's and above	14.6%	15.3%	16.9%	Available Sept. 2018	15%	15%

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[22] Defined as distinct number of graduates in those disciplines, identified by CIP code, appropriate for the top 25% of jobs listed by the Idaho Department of labor that require at least a bachelor's degree, based on project number of openings 2014-2024.

[23] Percent of all graduates at all award levels who were identified in "covered employment" by the Idaho Department of Labor one year out after graduation. Covered employment refers to employment for an organization that is covered under Idaho's unemployment insurance law. These data do not include several categories of employment, including individuals who are self-employed, federal employees, those serving in the armed forces, foreign aid organizations, missions, etc. Therefore, the actual employment rates are higher than stated. The full report can be accessed at: https://labor.idaho.gov/publications/ID_Postsec_Grad_Retent_Analysis.pdf.

[24] STEM refers to Science, Technology, Engineering, and Math. We define STEM disciplines as being included in either or both the NSF-defined list of STEM disciplines and the NCES-defined list of STEM disciplines. We also include STEM secondary education graduates.

Objective C: Collaborate with external partners to increase Idaho student's readiness for and enrollment in higher education.

Performance Measures:

Number of graduates with high impact on Idaho's college completion rate	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
Baccalaureate graduates from underrepresented groups[25] >from rural counties >from ethnic minorities	161 273	142 303	120 339	Available Sept. 2018	165 430	195 630
Baccalaureate graduates who are Idaho residents	2,408	2,350	2,268	Available Sept. 2018	2,700	3,100
Baccalaureate graduates of non-traditional age (30 and up)	822	869	867	Available Sept. 2018	950	1,100
Baccalaureate graduates who began as transfers from Idaho community college[26]	310	384	390	Available Sept. 2018	650	1,000

Objective D: Leverage knowledge and expertise within the community to develop mutually beneficial partnerships. Evaluate our institutional impact and effectiveness on a regular basis and publicize results.

Performance Measures:

Students participating in courses with service-learning component	FY 2015	FY 2016	FY 2017	FY 2018 *preliminary*	Target ("Benchmark")	
					FY 2019	FY 2023
Unduplicated enrollment in courses	2,391	2,689	2,490	2,896	3,300	3,500

Carnegie Foundation Community Engagement Classification recognizing community partnerships and curricular engagement	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
"Community engagement describes collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. "[27]	Boise State was one of 76 recipients of the 2006 inaugural awarding of this designation. The classification was renewed in 2015.				Renewal of Community Engagement Classification in 2025	

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[25] Distinct number of graduates who began college as members of one or more in the following groups traditionally underrepresented as college graduates: (i) from a rural county in Boise State's 10 county service area (Ada and Canyon counties are excluded) and (ii) identified as American Indian/Alaska Native or Hispanic/Latino

[26] 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.

[27] Additional information on the Carnegie Foundation Community Engagement Classification may be found at http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=618#CECdesc .

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

Objective A: Increase organizational effectiveness by reinventing our business practices, simplifying or eliminating policies, investing in faculty and staff, breaking down silos, and using reliable data to inform decision-making.

Performance Measures:

NSSE student rating of administrative offices (% of peer group rating; for seniors only; higher score indicates better interaction)	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>Quality of interaction with academic advisors	100.5%⇔	*NSSE survey every three years*	*NSSE survey every three years*	Available fall 2018	105%	105%
>Quality of interaction with student services staff (career services, student activities, housing, etc.)	97.7%⇔				100%	100%
>Quality of interaction with other administrative staff and offices (registrar, financial aid, etc.)	104.7%⇧				105%	105%

Cost of Education[28] (resident undergraduate with 15 credit load per semester; tuition and fees)	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>Boise State	$6,640	$6,874	$7,080	$7,326	Remain less than the WICHE state average	
>WICHE average	$7,558	$7,826	$7,980	$8,407		
>Boise State as % of WICHE	87.9%	87.8%	88.7%	87.1%		

Expense per EWA-weighted Student Credit Hour (SCH)	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
$ per Resident Undergraduate SCH[29] >In 2011 $$ (i.e., CPI-adjusted) >Unadjusted	$296.72 $312.66	$295.53 $315.24	$296.53 $322.60	*Available Dec. 2018*	No increase in Consumer Price Index (CPI) adjusted $$	No increase in CPI adjusted $$
$ per Resident Undergraduate & Graduate SCH >In 2011 $$ >Unadjusted	$267.84 $282.23	$265.92 $283.66	$265.89 $289.34	*Available Dec. 2018*	No increase in CPI adjusted $$	No increase in CPI adjusted $$
$ per Total Undergraduate SCH[30] >In 2011 $$ >Unadjusted	$258.28 $272.15	$252.43 $269.26	$251.86 $274.08	*Available Dec. 2018*	No increase in CPI adjusted $$	No increase in CPI adjusted $$
$ per Total Undergraduate & Graduate SCH >In 2011 $$ >Unadjusted	$239.72 $252.60	$234.77 $250.43	$234.01 $254.65	*Available Dec. 2018*	No increase in CPI adjusted $$	No increase in CPI adjusted $$

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[28] WICHE average from Table 1a of annual Tuition and Fees report. We use the average without California. A typical report can be found at http://www.wiche.edu/pub/tf.

[29] Expense information is from the Cost of College study, produced yearly by Boise State's controller office. Includes the all categories of expense: Instruction/Student Services (Instruction, Academic Support, Student Services, Library), Institutional/Facilities (Cultural, Religious Life and Recreation, Museums, Gardens, etc., Net Cost of Intercollegiate Athletics, Net Cost of Other Auxiliary Operations, Plant Operations, Depreciation: Facilities, Depreciation: Equipment, Facility Fees Charged Directly to Students, Interest, Institutional Support), and Financial Aid. "Undergrad only" uses Undergrad costs and the sum of EWA weighted SCH for remedial, lower division, upper division. "Undergrad and graduate" uses undergraduate and graduate expenses, and includes EWA weighed credit hours from the undergraduate and graduate levels. "EWA-resident weighted SCH" refers to those credits not excluded by EWA calculation rules, which exclude non-residents paying full tuition.

[30] Expense information as in previous footnote. "EWA-resident Total SCH" refers to all credits, residents, and nonresident, weighted using standard EWA calculation rules.

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Graduates per FTE	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
Baccalaureate graduates per undergraduate FTE[31]	20.8	21.1	21.7	*Available Sept. 2018*	22.2	22.8
Baccalaureate graduates per junior/senior FTE[32]	37.0	38.0	41.1		42.5	44.0
Graduate degree graduates per graduate FTE[33]	43.1	38.7	43.1		44.0	45.0

Distinct Graduates per $100k Expense[34]	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
Distinct baccalaureate graduates per $100k undergraduate expense >In 2011 $$ (i.e., CPI-adjusted) >Unadjusted	1.50 1.42	1.49 1.40	1.52 1.40	*Available Dec. 2018*	No increase in CPI adjusted $$	No increase in CPI adjusted $$
Baccalaureate, masters, and doctoral graduates per $100k total expense >In 2011 $$ >Unadjusted	1.58 1.50	1.56 1.46	1.62 1.49	*Available Dec. 2018*	No increase in CPI adjusted $$	No increase in CPI adjusted $$

Objective B: Diversify sources of funding and allocate resources strategically to promote innovation, effectiveness, and responsible risk-taking.

Performance Measures:

Sponsored Projects funding: # of Awards by Purpose	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>Research	206	227	230	*Available January 2019*	260	285
>Instruction/Training	20	23	29		35	40
>Other Sponsored Activities	78	93	102		110	130
>Total	304	343	361		405	455

Sponsored Projects funding: Dollars awarded by purpose	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>Research	$22.8M	$23.3M	$30.0M	*Available January 2019*	$32M	$38M
>Instruction/Training	$5.6M	$5.9M	$5.7M		$8M	$9M
>Other Sponsored Activities	$11.7M	$12.2M	$14.3M		$16M	$18M
>Total	$40.2M	$41.4M	$34.9M		$56M	$65M

Advancement funding	FY 2015	FY 2016	FY 2017	FY 2018	Target ("Benchmark")	
					FY 2019	FY 2023
>Total gift income (outright gifts and previous pledge payments)	$22.6M	$12.0M	$37.6M	*Available January 2019*	$25M	$27M
>Total Endowment Value	$97.4M	$99.9M	$100.8M		$103M	$108M

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[31] Includes the unduplicated number of annual baccalaureate degree graduates divided by the IPEDS annual undergraduate FTE. It should be noted that IPEDS includes the credits taken by degree seeking and non-degree seeking student in calculating FTE.

[32] Includes the unduplicated number of annual baccalaureate degree graduates divided by the fall semester FTE of juniors and seniors. FTE are determined using total fall credits of juniors and seniors divided by 15. This measure depicts the relative efficiency with which upper-division students graduate by controlling for full and part-time enrollment.

[33] Includes unduplicated number of annual graduate certificates and master's and doctoral degree graduates divided by the IPEDS annual graduate FTE. It should be noted that IPEDS includes credits taken by degree seeking and non-degree seeking student in calculating FTE.

[34] Expense information is from the Cost of College study. Distinct graduates reflect unduplicated numbers of graduates for summer, fall, and spring terms.

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Key External Factors

A wide variety of factors affect Boise State University's ability to implement our strategic plan. Here we present three factors that we regard as impediments to progress and that can be influenced by the state government and its agencies.

Lack of funding of Enrollment Workload Adjustment. Lack of consistent funding for the Enrollment Workload Adjustment, especially during the recession, has resulted in a significant base funding reduction to Boise State University. As a result, Boise State University students receive less appropriated funding compared to other Idaho universities.

Administrative Oversight. Boise State University is subject to substantial administrative oversight through the State of Idaho Department of Administration and other Executive agencies. Significant operational areas subject to this oversight include capital projects, personnel and benefit management, and risk and insurance. The additional oversight results in increased costs due to additional bureaucracy and in decreased accountability because of less transparency in process. The current system places much of the authority with the Department of Administration and the other agencies, but funding responsibility and ultimate accountability for performance with the State Board of Education and the University. As a result, two levels of monitoring and policy exist, which is costly, duplicative, and compromises true accountability. In 2010, the state legislature passed legislation that exempted the University, under certain conditions, from oversight by the State's Division of Purchasing. As a result, the university has streamlined policy and procedure and has gained substantial efficiencies in work process and in customer satisfaction, while at the same time maintaining the integrity of the purchasing process. Additional relief from administrative oversight in other areas should produce similar increases in efficiency and customer satisfaction and improve constituent issues.

Compliance. Increases in state and federal compliance requirements are a growing challenge in terms of cost and in terms of institutional effectiveness and efficiency.

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	Boise State University Strategic Goals				
Institution/Agency Goals and Objectives	Goal 1: Create a signature, high- quality education experience for all students	Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.	Goal 3: Gain distinction as a doctoral research university	Goal 4: Align university programs and activities with community needs.	Goal 5: Transform our operations to serve the contemporary mission of the university.
GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.					
Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.					✓
Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).		✓			
GOAL 2: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.					
Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.	✓	✓		✓	
Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).		✓		✓	

Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.		✓		✓	
GOAL 3: WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.					
Objective A: Workforce Alignment – Prepare students to efficiently and effectively enter and succeed in the workforce.	✓			✓	
Objective B: Medical Education – Deliver relevant education that meets the health care needs of Idaho and the region.			✓		

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Mapping of Boise State University's Strategic Plan onto the Complete College Idaho Plan					
Boise State Strategic Goals→ → ↓**Complete College Idaho Strategic Goals↓**	*Goal 1: Create a signature, high-quality education experience for all students*	*Goal 2: Facilitate the timely attainment of educational goals of our diverse student population.*	*Goal 3: Gain distinction as a doctoral research university*	*Goal 4: Align university programs and activities with community needs.*	*Goal 5: Transform our operations to serve the contemporary mission of the university.*
STRENGTHEN THE PIPELINE					
Ensure College and Career Readiness		✓		✓	
Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers		✓			
Support Accelerated High School to Postsecondary and Career Pathways		✓			
TRANSFORM REMEDIATION					
Clarify and Implement College and Career Readiness Education and Assessments		✓			
Develop a Statewide Model for Transformation of Remedial Placement and Support		✓			
Provide three options: Co-requisite , Emporium , or Accelerated		✓			
STRUCTURE FOR SUCCESS					
Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options		✓			
REWARD PROGRESS & COMPLETION					
Establish Metrics and Accountability Tied to Institutional Mission					✓
Recognize and Reward Performance		✓			✓
Redesign the State's Current Offerings of Financial Support for Postsecondary Students		✓			✓
LEVERAGE PARTNERSHIPS					
Strengthen Collaborations Between Education and Business/Industry Partners				✓	
College Access Network				✓	
STEM Education			✓	✓	

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Doug Ooley, CISSP
Chief Information Security Officer/Director
IT Governance, Risk, Compliance and Cybersecurity
Office of Information Technology - Boise State University

March 13, 2018 - NIST Cybersecurity Framework and Critical Security
Controls 1-5 Adoption

When Executive Order 2017-02 was published as a State of Idaho directive the Office of Information Technology proceeded with incorporating the NIST Cybersecurity Framework into current IT Risk Management frameworks and began implementing Critical Security Controls 1- 5 across the University's critical network infrastructure systems.

Progress to Date:

- Baseline assessment for CSC 1-5 was submitted to State prior to deadline.
- CSC 1-5 gaps have been identified and gap remediation options presented to CIO.
- Relevant portions of the NIST Cybersecurity Framework have been incorporated into existing IT Risk Management frameworks.
- Higher Education Security Council created to collaborate on common CSC gaps and resolutions for State institutions.

Planned Activities thru FY2019:

- Baseline assessment for Critical Security Controls 1-5 will be updated and used for monitoring program improvements and measuring maturity.
- Updated assessment will be sent to the State as a matter of record by December 31, 2018 as part of the maturity plan.
- Continued collaboration with Higher Education and State agencies to create a statewide purchasing plan to reduce costs. Significant funding will be necessary to effectively close technology gaps.
- Continue to create/update policy, procedures, standards and reporting for Critical Security Controls 1-5 where practical.

Note: Adopting and implementing the Critical Security Controls 1-5 will be an ongoing process with the realization that it is not practical to achieve 100% compliance. To balance risk and investment Boise State will seek to achieve a reasonable low risk compliance level.

Idaho State University Strategic Plan: 2019-2023

Focusing on Idaho's Future:

discover OPPORTUNITY

Idaho State University
Strategic Plan
2019-2023

Mission

Idaho State University is a public research-based institution that advances scholarly and creative endeavors through academic instruction, and the creation of new knowledge, research, and artistic works. Idaho State University provides leadership in the health professions, biomedical, and pharmaceutical sciences, as well as serving the region and the nation through its environmental science and energy programs. The University provides access to its regional and rural communities through delivery of preeminent technical, undergraduate, graduate, professional, and interdisciplinary education. The University fosters a culture of diversity, and engages and impacts its communities through partnerships and services.

Vision

ISU will be the university of choice for tomorrow's leaders, creatively connecting ideas, communities, and opportunities.

Goal 1: Grow Enrollment

Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.*

Performance Measures:
1.   *Increase full-time, certificate and degree-seeking undergraduate student enrollment and full and part-time graduate student enrollment for FYs 18-22 by 20% (450).*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2022
2,648	2,496	2,252	Not Avail	2,702

   Benchmark: Increase by 20% by FY18-22 the number of new full-time certificate and undergraduate and the number of full and part-time graduate degree-seeking students from FY 17 (2,252) enrollment numbers. * full-time certificate and undergraduate and full and part-time graduate degree-seeking students

1.1   *Increase full-time, degree-seeking undergraduate enrollment for FYs 18-22 by 18% (291).*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2022
2,012	1,710	1,614	Not Avail	1,905

   Benchmark: Increase new full-time undergraduate degree-seeking students by 18% from FY 17 (1,614) enrollment numbers.

1.2 *Increase Graduate degree-seeking student enrollment for FYs 18-22 by 20% (128).*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2022
636	596	638	Not Avail	698

Benchmark: Increase new degree- seeking graduate student enrollment by 4% per year from FY 17 (638) enrollment numbers.

Goal 2: Strengthen Retention

Objective: Improve undergraduate student retention rates by 5% by 2022.

Performance Measures:

2.1 *Fall-to-fall, full-time, first-time bachelor degree seeking student retention rate FYs 18-22.*

AY 2015 (2015-2016)	AY 2016 (2016-2017)	AY 2017 (2017-2018)	AY 2018 (2018-2019)	Benchmark 2022
72%	69%		Not Avail.	74%

Benchmark Definition: A 5% increase in fall-to-fall full-time, first-time bachelor degree-seeking student retention rate beginning from AY 16 (69%) retention numbers (SBOE benchmark -- 80%).

SBOE Aligned Measures (Identified in blue):

1.   Timely Degree Completion

1.1   Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
28%	30%	31%	Not Avail.	

1.2   Percent of first-time, full-time, freshmen graduating within 150% of time

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
30%	28%	29%	Not Avail.	

1.3a   Total number of certificates of at least one academic year

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
199	207	200	Not Avail.	

1.3b   Total number of associate degrees

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
374	378	419	Not Avail.	

1.3c   Total number of baccalaureate degrees

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
1,155	1,277	1,249	Not Avail.	

1.4a   Total number unduplicated graduates (certificates of at least one academic year)

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
180	182	179	Not Avail.	

1.4b   Total number unduplicated graduates (associate degrees)

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
362	358	402	Not Avail.	

1.4c   Total number unduplicated graduates (baccalaureate degrees)

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
1,111	1,196	1,167	Not Avail.	

2.   Reform Remediation -- Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
51%	28%*	Not Avail.	Not Avail.	

*In 2016, English became a co-requisite vs. a remediation course

3.   Math Pathways -- Percent of new degree-seeking freshmen completing a gateway math course within two years

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
32%	31%	25%	Not Avail.	

4. **Structured Schedules -- Number of programs offering structured schedules**

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
		355/374	Not Avail.	

5. **Guided Pathways -- Percent of first-time, full-time freshmen graduating within 100% of time**

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark
13%	11%	13%	Not Avail.	

Goal 3: Promote ISU's Identity

Objective: Over the next five years, promote ISU's unique identity by ##% as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.

Performance Measures:

3.1 *Using a community survey, measure the increase by ##% in awareness of ISU's educational offerings and the opportunities it provides AYs 18-22.*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	Not Avail.	##*

Benchmark: Increase the understanding of ISU's mission and community contributions by #% using 201~~8~~7 survey data. *this is a new indicator and is not currently measured until the end of FY1~~8~~7. *The date change is a result of the proposed selection of a new president.

3.2 *Promote the public's knowledge of ISU through owned and earned media FY 18-22.*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2022
~~14.349b~~8,731,092b	~~18.375b~~10,236,793b	4,968b	Not Avail.	14,843b

Benchmark: The annual number of ISU owned and earned media metrics based on FY 16 data (10,236 billion (b)) (followers, engagements, circulation views and news media coverage) will increase by 9% in five years. The data and goal are changed based on updated and more accurate data being analyzed. Changes to media circulation and TV coverage have dramatically been reduced by earned media coverage.

Goal 4: **Strengthen Communication, Transparency, and Inclusion**

Objective: **Over the next three years, ISU will continue building relationships within the university, which is fundamental to the accomplishment of all other objectives.**

Performance Measures:

4.1   *ISU achieves 60% of each of its strategic objectives at the end of the AY 2020 assessment period.*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2021
Not Avail.	Not Avail.	Not Avail.	Not Avail.	60%

Benchmark Definition: The completion of ISU's strategic goals using the objectives' AY 2021 data as a benchmark. *this is a new indicator and is not currently measured until the end of FY19~~8~~. *The date change is a result of the proposed selection of a new president.

4.2   *Internal, formal communication events between the ISU's leadership and the University Community AYs 18-20.*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	Not Avail.	TBD*

Benchmark: The number of internal communication events hosted by ISU leadership during an AY using AY 17 data as a baseline. *this is a new indicator and is not currently measured until the end of AY 18~~7~~. *The date change is a result of the proposed selection of a new president.

4.3   *Measure the perceived effectiveness of the communication events (4.2) on improving communication and inclusion within the University AYs 19~~8~~-21~~0~~*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	Not Avail.	TBD*

Benchmark: Using data collected from meetings in 2018, measure the perceived effectiveness of the communication events (4.2) on improving communication and inclusion within the University AYs 18-20. *this is a new indicator and is not currently measured until the end of FY19~~8~~. *The date change is a result of the proposed selection of a new president.

Goal 5: Enhance Community Partnerships

Objective: By 2022, ISU will establish ~~(TBD)~~100 new partnerships within its service regions and statewide program responsibilities to support the resolution of community-oriented, real-world concerns.

Performance Measures:

5.1 *The number of activities that result in newly established, mutually beneficial ISU faculty, staff, and student/ community relationships that resolve issues within ISU's service regions and statewide program responsibilities AYs 18-22.*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2022
Not Avail.	Not Avail.	Not Avail.	Not Avail.	TBD*

Benchmark: The number of new activities that ISU employees and students participate in that produce an increase of new relationships over a five-year period FYs 18-22.*this is a new indicator and is not currently measured until the end of FY 18.

5.2 *The number of new communities ISU provides services to within its service regions and statewide program responsibilities AYs 18-22.*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2022
Not Avail.	Not Avail.	0	Not Avail.	19

Benchmark: Based on input from ISU's Deans and the Vice President of the Kasiska Division of Health Sciences; provide 19 new communities with services within its service regions and statewide program responsibilities from AYs 18-22.

5.3 *The number of new ISU/community partnerships resulting in internships and clinical opportunities for ISU students.*

FY 2015 (2014-2015)	FY 2016 (2015-2016)	FY 2017 (2016-2017)	FY 2018 (2017-2018)	Benchmark 2022
Not Avail.	Not Avail.	~~233~~369	Not Avail.	1,131

Benchmark: Increase the number of new community partnerships that result in internships and clinical positions by a total of 1,131 over a five-year period (FYs 18-22) using FY17's numbers.

Key External Factors

Funding

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

Legislation/Rules

Beyond funding considerations, many institutional and State Board of Education (SBOE) policies are embedded in state statute and are not under institutional control. Changes to statute desired by the institution are accomplished according to state guidelines. Proposed legislation, including both one-time and ongoing requests for appropriated funding, must be supported by the Governor, gain approval in the germane legislative committees, and pass both houses of the Legislature.

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

Institutional and Specialized Accreditation Standards

The Northwest Commission on Colleges and Universities (NWCCU), our regional accreditation body, continues to refine the revised 2010 standards and associated 7-year review cycle. Similarly, the specialized accrediting bodies for our professional programs periodically make changes to their accreditation standards and requirements, which we must address.

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

Federal Government

The federal government provides a great deal of educational and extramural research funding for ISU and the SBOE. Funding is often tied to specific federal programs and objectives, therefore can greatly influence both education policy, and extramurally funded research agendas at the state and the institutional levels. The recent decrease in funding for Pell Grants

has had a negative impact on need-based financial aid for our students. The impact of the sequestration-mandated federal budget reductions initiated in early 2013 will likely have a negative impact on higher education.

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

Achieving State Board of Education Goals
Achieving State Board of Education goals is a priority for ISU, but the University's leadership believes one of the Board's goals is beyond ISU's reach within this five-year planning cycle. While the long-term objective for ISU is to achieve an 80% fall-to-fall retention rate of first-time, full-time bachelor degree-seeking students, this rate is a significant stretch in this five-year period. While, the expansion of competitive graduate programs at the Meridian Health Sciences Center, ISU-Twin Falls Center, and Idaho Falls Polytechnic Center can help to produce positive impacts, ISU's current retention rate is 68%, a more realistic five-year goal is 74%. The University will continue to focus on attaining the SBOE's goal throughout this and the next planning cycle. The reasons why a 74% retention rate is more realistic for the five-year plan are the following:

- As the local economy improves, fewer students will re-enroll in higher education choosing instead to take positions in the workforce that require less education.
- Assessments of first-generation, low-income ISU students indicate that for those who choose to leave the University, the number-one reason is due to inadequate funding. Students report that paying bills often becomes a priority over attending class or studying. This systemic lack of resources in our region is not easily rectified but is something that we continually work toward developing solutions. Many freshmen at ISU, particularly those from rural, economically unstable communities, lack the required math, laboratory science, and writing skills to meet the rigors of college coursework, placing them at an immediate disadvantage. This academic disadvantage leads to lower retention. ISU is focusing on these areas of concern and is working to create opportunities to address them like, expanding the College of Technology programs, scholarship programs, and a new, more effective placement testing method.
  - New student retention efforts at ISU being implemented, for example, academic coaches, will take time to make an impact on the overall retention rate.
  - Beginning in Fall 2016, ISU began using the Assessment and Learning in Knowledge Spaces (ALEKS) placement exam as its newest and primary assessment tool for placing students into mathematics classes. It is believed that this new placement exam will do a better job of placing students in the correct

math courses, thus improving student retention but the effects will take time to evaluate.

- ISU has high enrollment rates of first-generation, low-income students. These students have inadequate resources and limited support for navigating the complicated processes within a university. These students are therefore transient in nature, moving in and out of college, and are less likely to be retained from one year to the next.
  - o The Bengal Bridge initiative is expanding each summer, so this program will also take time to impact the overall retention rate.
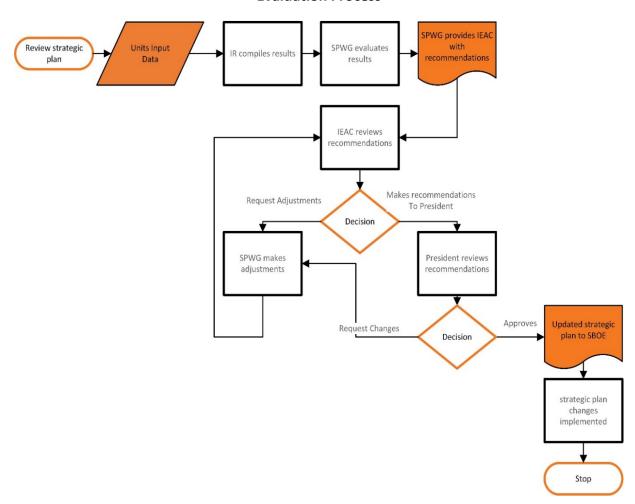
Evaluation Process

Idaho State University has established a mature process for evaluating and revising goals and objectives. ISU's academic and non-academic units track and evaluate the strategic plan's performance measures, and Institutional Research compiles the results. Institutional Research has created a web-based application that annually reports each objective's improvement based on its benchmark and allows leadership, staff and faculty to view the level of progress achieved. The Strategic Planning Working Group (SPWG), a team of faculty, staff, students, and community constituents, will meet annually in January to evaluate three factors affecting the progress of each objective.

1. If the objective is falling short or exceeding expectations, the SPWG will re-examine the established benchmark to ensure it is realistic and achievable
2. Evaluate the objective's resourcing levels and its prioritization
3. Determine if the indicator(s) is adequately measuring the objective's desired outcome based on the SPWG's original intent for that objective.

Upon completion of its analysis, the SPWG will forward its recommendations for consideration to the Institutional Effectiveness and Assessment Council's (IEAC) Steering Committee. The IEAC will review the SPWG's report and can either request additional information from the SPWG or make its recommendations for changes to the plan to the President. Upon presidential approval, the Institution will submit the updated plan to the State Board of Education for approval. The implementation of the changes will occur upon final approval. Strategic Evaluation Process.

Evaluation Process

Appendix 1

	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ATTAINMENT	*Goal 2: WELL EDUCATED CITIZENRY*	*Goal 3: WORKFORCE READINESS*	*Goal 4: EDUCATIONAL SYSTEM ALIGNMENT*
Idaho State University				
GOAL 1: Grow Enrollment				
Objective: Increase new full-time, degree-seeking students by 20% (+450 new students) over the next five years.		✓	✓	✓
GOAL 2: Strengthen Retention				
Objective: Improve undergraduate student retention rates by 5% by 2022.	✓	✓	✓	
GOAL 3: Promote ISU's Identity				
Objective: Over the next five years, promote ISU's unique identity by ##% as Idaho's only institution delivering technical certificates through undergraduate, graduate and professional degrees.	✓	✓	✓	✓
GOAL 4: Strengthen Communication, Transparency and Inclusion				
Objective: Over the next three years, ISU will continue building relationships within the university, which is fundamental to the accomplishment of all other objectives.	✓	✓		✓
GOAL 5: Enhance Community Partnerships				
Objective: By 2022, ISU will establish (# TBD) new partnerships within its service regions and statewide program responsibilities to support the resolution of community-oriented, real-world concerns.		✓	✓	

Idaho State University
Cyber Security Compliance

This appendix provides an update to Idaho State University's cyber security compliance with Idaho Executive Order 2017-02. Each area of concentration addresses ISU's level of completion as outlined in accordance with the executive order's standards. Please see the 2017 Cybersecurity Inventory Report recently submitted to the SBOE's Audit Committee for additional details regarding the reporting of each the categories.

Adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework

Complete	In Progress	Under Review
✓		

CSC 1: Inventory of Authorized and Unauthorized Devices.

Complete	In Progress	Under Review
July 1, 2018	✓	✓

CSC 2: Inventory of Authorized and Unauthorized Software.

Complete	In Progress	Under Review
July 1, 2018	✓	✓

CSC 3: Secure Configurations for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers.

Complete	In Progress	Under Review
July 1, 2018	✓	✓

CSC 4: Continuous Vulnerability Assessment and Remediation

Complete	In Progress	Under Review
✓		

CSC 5: Controlled Use of Administrative Privileges.

Complete	In Progress	Under Review
July 1, 2018	✓	✓

Develop employee education and training plans and submit such plans within 90 days

Complete	In Progress	Under Review
~~July 1, 2018~~✓		✓

All state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.

Complete	In Progress	Under Review
✓	✓	

All public-facing state agency websites to include a link to the statewide cybersecurity website—www.cybersecurity.idaho.gov.

Complete	In Progress	Under Review
✓		

LEWIS-CLARK STATE COLLEGE

STRATEGIC PLAN
FY 2019-2023

LEWIS-CLARK STATE
C O L L E G E

Connecting Learning to Life

STRATEGIC PLAN
FY 2018-2022

April 19, 2018

MISSION STATEMENT
Lewis-Clark State College prepares students to become successful leaders, engaged citizens, and lifelong learners.

Core Theme One: Opportunity
Expand access to higher education and lifelong learning.

Core Theme Two: Success
Ensure attainment of educational goals through excellent instruction in a supportive environment.

Core Theme Three: Partnerships
Engage with educational institutions, the business sector, and the community for the benefit of students and the region.

VISION STATEMENT

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

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

As professed in the college's motto, "Connecting Learning to Life," instruction will foster powerful links between classroom knowledge and theory and personal experience and application. Accordingly, LCSC will:

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

GOAL 1
Sustain and enhance excellence in teaching and learning.

Objective A: Strengthen courses, programs, and curricula consonant with the mission and core themes of the institution.

Performance Measures:
I.   **Assessment submission.**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
98%	100%	100%	100%	100% (ongoing)

Benchmark: All units of the college will submit their annual assessment documents that reflect genuine analysis and accurate reporting. [Rationale: institutional expectation of 100% participation]

II.   **First-time licensing/certification exam pass rates**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NCLEX RN **95%** (National Average=84%)	NCLEX RN **89%** (National Average=83%)	NCLEX RN **94%** (National Average=86%)	NCLEX RN **93%** (National Average=89%)	**Meet or Exceed National Average (ongoing)**
NCLEX PN **75%** (National Average=85%)	NCLEX PN **100%** (National Average=82%)	NCLEX PN **95%** (National Average=83%)	NCLEX PN **100%** (National Average=84%)	**Meet or Exceed National Average (ongoing)**
ARRT **100%** (National Average=89%)	ARRT **100%** (National Average=88%)	ARRT **90%** (National Average=87%)	ARRT **88%** (National Average=87%)	**Meet or Exceed National Average (ongoing)**

Benchmark: Meet or exceed national average [Rationale: aligned with peer institutions; accommodates fluctuations in and change to the national tests]

III.   **Percentage of responding LCSC graduates with positive placement**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
95%	92%	95%	95%	100% (FY19)

Benchmark: 100% of responding LCSC graduates will have positive placement [Rationale: high emphasis placed on securing employment or continuing on to graduate school upon completion of degree or credentials; allows for those who may delay employment for family or other reasons]

IV. **Number of Idaho teachers who are certified each year by specialty and meet the Federal Highly Qualified Teacher definition**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
83%	68%	60%	62%	90% (FY19)

Benchmark: The percentage of first-time students passing the PRAXIS II will exceed 90% [Rationale: aspiration goal that projects high standards held for Teacher Preparation candidates] *Note: Given the changes made to the PRAXIS II exam, we are considering adjusting this benchmark to a more realistic one for our institution. PRAXIS II scores have gone down statewide. A thorough review of general education coursework at LCSC was undertaken in early 2017 to ensure stronger alignment of the curriculum with PRAXIS testing; enhanced emphasis on advising students to complete the PRAXIS after all general education coursework has been completed, and in some cases several in-program courses, has also been implemented.*

V. **Median number of credits earned at completion of certificate or degree program***

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Associate 94	Associate 109	Associate 114	Associate 111	69 (FY20)
Bachelor 148	Bachelor 146	Bachelor 146	Bachelor 145	138 (FY20)

Benchmark: Associate – 69 (SBOE Benchmark) Bachelor – 138 (SBOE Benchmark) [Rationale: supports timely degree completion]

VI. **Percentage of degree seeking students taking a remedial course who complete a subsequent credit-bearing with a C or higher within one year of remedial enrollment.*** *(New Statewide Performance Measure)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
25%	24%	23%	24%	2% increase per year (ongoing)

Benchmark: The percentage of students identified as needing remediation who pass credit-bearing course within one year of completing remedial education. (SBOE system-wide performance measure) [Rationale: a gain of 2 percent each year supports restructuring of remedial education and the implementation of co-requisite course delivery methods currently underway]

VII. **Percentage of first time degree-seeking students completing a gateway math course within two years of enrollment.*** *(New Statewide Performance Measure)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
21%	19%	17%	15%	2% increase per year (ongoing)

Benchmark: The percentage of degree-seeking new freshmen who complete a college level math course within two years. [Rationale: a gain of 2 percent each year supports restructuring of remedial education and the implementation of co-requisite course delivery methods currently underway]

VIII. **Percentage of students completing 30 or more credits per academic year.** *(New Statewide Performance Measure)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
19%	13%	12%	18%	20%

Benchmark: 20% [Rationale: Given the continued favorable job market and the statewide number of part-time students a two percent increase for FY19 is reasonable]

Objective B: Ensure the General Education Core achieves it's expected learning outcomes.

Performance Measures:
I.   **ETS Proficiency Profile critical thinking construct[1]**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
88th			85th	90th (FY18)

Benchmark: LCSC will score at the 90th percentile or better of comparison participating institutions (Carnegie Classification-Baccalaureate Diverse) on the ETS Proficiency Profile critical thinking construct. [Rationale: demonstrates high standard and is consistent with similar institutions]

Objective C: Optimize technology-based course delivery, resources, and support services for student, faculty, and staff.

Performance Measures:
I.   **Annual end-of-term duplicated headcount for students enrolled in web, hybrid, and lecture/web-enhanced courses.**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
8,726	8,780	9,586	9,652	10,000 (FY20)

Benchmark: 10,000 [Rationale: high demand for online courses in our rural area]

Objective D: Maximize direct faculty and student interactions inside and outside the classroom.

Performance Measures:
I.   **Student-to-faculty ratio**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
16:1	16:1	14:1	13:1	16 to 1 (ongoing)

Benchmark: LCSC will maintain a 16 to 1 student-to-faculty ratio [Rationale: low student to faculty ratio allows for strong learning environments and promotes student success]

II. **Number of programs offering structured schedules.*** *(New Statewide Performance Measure)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
17	17	17	17	20

Benchmark: 20 [Rationale: SBOE system-wide measure aimed at supporting on-time completion of degrees]

III. **Number of students participating in undergraduate research.**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
284	352	338	493	400 (FY20)

Benchmark: 400 [Rationale: undergraduate research experience in select areas enhances student learning and prepares them for future employment or graduate opportunities]

Objective E: Recruit and retain a highly qualified and diverse faculty and staff.

Performance Measures:

I. **Classified Staff (State of Idaho Classified Staff Pay Schedule)[2]**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
81.2%	84.4%	86%	86%	**100% of Policy (ongoing)**

Benchmark: Classified Staff pay will be 100% of State of Idaho Policy [Rationale: Represents the market average per Idaho Code. Chosen to attract and retain qualified and dedicated employees.]

II. **Instructional Personnel (Integrated Postsecondary Education Data System (IPEDS), Human Resources Report)[3]**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
89%	87%	87%	88%	**100% of Average of Peer Institutions all Academic Rank (ongoing)**

Benchmark: Compensation for instructional personnel will be 100% of the average of peer institutions by academic rank as reported by IPEDS [Rationale: Higher salaries in comparison to our peer institutions means decreased faculty turnover.]

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

Performance Measures:

I. **ADA Compliance**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
	0	0	0	**Zero ADA-related discrepancies (ongoing)**

Benchmark: Zero ADA-related discrepancies noted in annual Division of Building Safety (DBS) campus inspection (and prompt action to respond to any such discrepancies if benchmark not achieved) [Rationale: provides annual update, which provides the institution with the most current standards for measurement.]

II. **Wellness Programs**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
12	12	14	12	**Provide info and updates to employees 10 times each (ongoing)**

Benchmark: Provide information and updates to all College employees on wellness activities at least 10 times each Fiscal Year [Rationale: provides employees with information supporting this objective regularly throughout the academic year.]

GOAL 2
Optimize student enrollment and promote student success.

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

Performance Measures:

I. **High school students participating in concurrent enrollment programs (headcount and total credit hours)**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
1,959/7,963	1,750/8,071	837/4,779	994/5,991	1,500/8,000 (FY22)

Benchmark: Annual Enrollment – 1,500   Annual Total Credit Hours – 8,000 [Rationale: based on our regional high school population and teacher credentials]

II. **Scholarship dollars awarded per student FTE**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
2,142	2,260	3,061	2,969	3,000 (FY19)

Benchmark: $3,000 [Rationale: review of our retention/attrition data point to financial need as the biggest reason students do not persist]

Objective B: Retain and graduate a diverse student body.

Performance Measures:

I. **Total degree production (undergraduate)*** *(New Statewide Performance Measure)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Certificate 31	Certificate 25	Certificate 22	Certificate 18	20
Associate 211	Associate 202	Associate 351	Associate 414	430
Bachelor 497	Bachelor 544	Bachelor 541	Bachelor 528	540

Benchmark: 990 [Rationale: stretch goal based on SBOE's 60% goal]

II. **Total unduplicated undergraduate graduates by degree level***(New Statewide Performance Measure)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Certificate 17	Certificate 17	Certificate 18	Certificate 14	15
Associate 161	Associate 152	Associate 248	Associate 300	330
Bachelor 497	Bachelor 544	Bachelor 541	Bachelor 528	535

Benchmark: 880 [Rationale: stretch goal based on SBOE's 60% goal]

III. **Unduplicated headcount of graduates and percentage of graduates to total unduplicated headcount (split by undergraduate/graduate).***

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
675/12%	713/15%	795/16%	817/17%	700/12% (New benchmark to

				be identified for FY18)

Benchmark: 700; 12% [Rationale: based on SBOE 60% goal]

IV. **Unduplicated headcount of graduates over rolling 3-year average degree-seeking FTE (split by undergraduate/graduate).***

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
675/2,756	713/2,973	795/2,901	817/2,862	30% (FY19)
25%	24%	27%	28%	

Benchmark: 30% [Rationale: based on SBOE 60% goal]

V. **Total full-time new and transfer degree seeking students that are retained or graduate the following year (exclude death, military service, and mission) (split by new and transfer students).***

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
New Freshmen 203/338 60%	New Freshmen 304/474 64%	New Freshmen 283/491 56%	New Freshmen 248/419 59%	70% (FY20)
New Transfer 166/234 71%	New Transfer 141/202 70%	New Transfer 161/238 68%	New Transfer 275/410 67%	70% (FY20)

Benchmark: 70% (SBOE measure) [Rationale: reflects a more global selection of students and is also a stretch goal given the significant number of first-generation students serve by LCSC]

VI. **First-year/full-time cohort retention rate**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
61%	61%	58%	57%	60%

Benchmark: 60% [Rationale: reflects the cohort measure by IPEDS]

VII. **The number of degrees and certificates awarded per 100 FTE undergraduate students enrolled.**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
25	26	33	34	35 (FY19)

Benchmark: 35 [Rationale: derived based on analysis of student demographics (first –generation students and job-out rates) and potential incoming high school graduate population]

VIII. **First-year/full-time cohort 150% graduation rate.*** *(New Statewide Performance Measure)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
27%	27%	30%	27%	35% (FY22)

Benchmark: 35% [Rationale: reflects cohort measured by IPEDS]

IX. **First-year/full-time cohort 100% graduation rate.*** *(New Statewide Performance Measure)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
17%	20%	27%	31%	35% (FY20)

Benchmark: 35% [Rationale: based on SBOE 60% goal]

Objective C: Maximize student satisfaction and engagement

Performance Measures:
I.   **National Survey of Student Engagement (NSSE)[4]**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
89%			90%	90% LCSC Students Satisfied (FY20)

Benchmark: 90% of LCSC students will be satisfied [Rationale: selected by comparing response rates to annual surveys and the desire to promote confidence and satisfaction among students who select LCSC]

GOAL 3
Strengthen and expand collaborative relationships and partnerships.

Objective A: Increase volunteer, internship, and career placement opportunities.

Performance Measures:
I.   **Number of students participating in internships**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
655	743	779	721	800 (FY19)

Benchmark: 800 [Rationale: Internships prepare students for future employment; student demand is increasing]

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

Performance Measures:
I.   **Number of adults (duplicated) enrolled in workforce training programs**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
3,533	3,471	2,887	3,345	4,000 (FY20)

Benchmark: 4,000 [Rationale: goal is to meet the retraining needs of a growing set of local industries]

Objective C: Increase cooperation and engagement of alumni for the advancement of the college.

Performance Measures:
I.   **Number of Alumni Association members**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
13,904	16,009	17,115	18,025	20,000 (FY20)

Benchmark: 20,000 [Rationale: aspirational goal]

Objective D: Advance the college with community members, business leaders, political leaders, and current and future donors.

Performance Measures:
   I.   **Number of students participating in internships**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
655	743	779	721	800 (FY19)

   Benchmark: 800 [Rationale: Internships prepare students for future employment; student demand is increasing]

GOAL 4
Leverage resources to maximize institutional strength and efficiency

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

Performance Measures:
   I.   **Cost per credit hour – Financials divided by total weighted academic credit hours from the EWA report and unweighted professional-technical hours from the PSR1 (new calculation)***

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
294	296	310	376	400*

   Benchmark: $400 *(*Preliminary, reflects the SBOE strategic plan benchmark)* {Rationale: as indicated reflects the SBOE benchmark.]

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

Performance Measures:
   I.   **Efficiency – Graduates (of at least 1-year or more) and degree completions per $100,000 of financials***

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
1.4	1.5	1.6	1.7	2

   Benchmark: 2 [Rationale: SBOE system-wide goal]

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

Performance Measures:
   I.   **Annual campus master plan updated**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Yes	Yes	Yes	Yes	Yes (Ongoing)

   Benchmark: Yes. [Rationale: Annual Campus Master Planning assures assessment and prioritization of key facility's needs.]

   II.   **Address campus needs using institutional resources and funding from the Permanent Building Fund through the creation of DPW projects.**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
$2.368M	$821,000	$6,068,000	$340,000	$500,000 (ongoing)

   Benchmark: $500,000 [Rationale: This demonstrates continued identification of key institutional needs related to the creation and maintenance of LCSC facilities.] *Note: Living-Learning Center was approved for the design phase in FY 2017, but the project is being reprioritized to*

accommodate the Career-Technical Education Building. The Living-Learning Center would have added $1.346M to the FY 17 total.]

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

Performance Measures:
I.   **Continuous acquisition and replacement of equipment, instruments, machinery, and technology funded by institution**

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
$8,731,618	$9,008,889	$7,798,956	$8,638,491	**Increase by $500,000 per year (ongoing)**

   Benchmark: $500,000 increase per year. [Rationale: Reflects increases in assets through replacement.] *Note: in FY 16, $1.7M of graphic software was eliminated.*

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

Performance Measures:
I.   **Institutional funding from competitive grants**

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
$3.0M	$2.5M	$2.5M	$2.9M	**$2M (New benchmark to be identified for FY18)**

   Benchmark: $2.0M [Rationale: demonstrates the capacity to general external and private funding.]

II. **LCSC Consolidated Financial Index (CFI)**

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
6.6	5.57	5.37	5.61	3.0 (ongoing)

   Benchmark: 3.0 [Rationale: CFI is a standard unit of evaluating an institution's financial health and is recommended for use by the National Association of College and University Business Officers]

* Indicates SBOE System-wide performance measures
Notes:

1. ETS Proficiency Profile is administered every 3 years. LCSC Mean Critical Thinking score for 2014 was 114.55 which places us in the 88 percentile and means that 88% of institutions who used this exam had a mean score lower than LC per the ETS Proficiency Profile Comparative Data. Results from spring 2017 not yet available.

2. These values represent the percentage of individuals in this class who are making 90% of policy.

3. The percentages for faculty represent LCSC's weighted average 9-month equivalent salary divided by the weighted average 9-month equivalent salary of LCSC's peer institutions.

4. Reflects the overall percentage of students satisfied with LCSC. This survey is administered every 3 years. Spring 2017 results not yet available

5. Reflects data elements available after June 30 or after audited financials are available.

Key External Factors
Academic Year 2017-2018 Data: Student headcount for the fall semester was 3,746 and the full-time equivalent enrollment was 2,777. The college employed 180 faculty, 84 adjunct faculty, 165 professional staff, and 126 classified staff.

Growth: The Idaho State Board of Education has directed the higher education institutions under its supervision to double the proportion and number of Idahoans (25 to 34 year old cohort) with a college certificate or degree by 2020. The following factors will affect LCSC's output:

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

The current demographic trends in Idaho foretell growth in the number of secondary students, with significant growth in the Hispanic population. Thus, output of the K-12 pipeline may lead to an increase in enrollment at LCSC, perhaps to begin during the five-year planning window and the recent award of a new CAMP grant will undoubtedly increase the number of Hispanic students at LCSC. Taking into account that Idaho's current participation rate, less than 50%, is one of the lowest in the nation LCSC may otherwise be able to increase the number of high school graduates who elect to enroll.

Currently, unemployment in Idaho is low. Strategically, this means it is unlikely that systemic structural unemployment rates will be a major driver of additional students applying to LCSC before the end of the five-year planning horizon. In fact, improving employment rates in Idaho have reduced the applicant pool in PTE programs as workers enter or re-enter the work force as the effects of the recession have eased.

There is a large population of working adults with some college credits but no degree. LCSC will renew efforts to meet the needs of these students with new online programs.

Infrastructure: In general, currently-available facilities, or a modest expansion thereof, are sufficient to support an increase in on-campus students proportionate to LCSC's share of the State Board of Education's 60% goal. Classroom and laboratory utilization rates have sufficient slack time throughout the day and week to absorb an estimated 50% or more increase in student enrollment. Within the course of the five-year planning window, the college, if necessary, could increase faculty and staff office space and student housing. If the combined impact of LCSC action strategies to increase enrollment, improve retention, and increase program completion rates were to double the historical rate to 6% per year, the main campus student population increase could be accommodated by the current physical infrastructure.

However, this is not the case for many of LCSC's Technical and Industrial programs. Many of the programs have waiting lists and all of the programs are in demand from local industrial companies. Current T&I buildings on the Normal Hill campus cannot accommodate anticipated increases. The College will provide a new modern building that will house most of its Technical & Industrial CTE programs with room for expansion and the flexibility to adjust training programs directed at the regional employers' needs. The new building plans are well underway and it will provide the needed lab,

classroom and office space required to meet anticipated demand. In addition, the building configuration will provide room for expansion and growth as a Regional Career Technical Education Center. This a joint effort with the Lewiston School District as they build a new high school and Career Technical Education Center that will be adjacent to property owned by the College and the City on Warner Avenue in the Lewiston Orchards. Both buildings are planned to be opened by 2020-2021.

Also, unlike the situation on the Normal Hill campus, infrastructure is a major limiting factor for LCSC's Coeur d'Alene operations. The joint facility to serve LCSC, North Idaho College (NIC), and University of Idaho students and staff on the NIC campus has been funded. The new facility could be opened toward the end of the current five-year planning window. Infrastructure at the other LCSC outreach centers is estimated to be sufficient to support operations over the next five years.

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

Over the past decade several major capital projects to expand facilities on the main campus have been completed (e.g., Activity Center, Sacajawea Hall, new parking lots, upgrades of Meriwether Lewis Hall and Thomas Jefferson Hall). For the main campus, LCSC's strategy for five-year planning window is to focus on upgrades of existing facilities; however, because the available student housing units are currently at maximum capacity the feasibility of building and new student resident hall is being proposed.

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

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

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

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

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

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

While increased utilization of distance learning technology could alleviate stress on the physical infrastructure, it is not the critical factor limiting expansion. While in some cases learning technology may enhance the effectiveness of course delivery and student success, it does not reduce the need for student-faculty interaction or significantly increase the desirable maximum ratio of students to faculty members. The current student to faculty ratios for academic and professional courses (14:1, and 9:1, respectively) may not be at a maximum level; the course delivery mode, however, is probably not the primary factor in establishing the ideal balance as we seek to maintain high levels of faculty-student engagement and interaction.

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

Funding for higher education has been used as a rainy day reserve to support other state operations, most notably K-12, during economic downturns. There has been limited enthusiasm among Idaho policy makers to restore pre-crisis levels of funding to higher education, but some progress has been made, especially with capital projects like the new CTE facility.

Over the past 3 years, the state has provided funding to cover some maintenance of current operation costs (replacement of capital items and employee salaries) and has funded LCSC line-item budget requests to support increased enrollment, including LCSC's Complete College Idaho request that directly supports State Board of Education goals.

Employee salary levels at LCSC are significantly lower than those at peer institutions. Increases in employee compensation has been funded during the past 2 years - half of the cost of those increases were transferred by state policymakers to student tuition.

There has been strong political support to expand concurrent enrollment programs to enable completion of college-level coursework while students are still in high school; however, there has been no support for funding directed to higher education for this purpose. The dual impacts of community college expansion and in-high school programs erode for LCSC the probability of future revenues for lower-division courses.

The relative financial burden borne by students for college costs has dramatically shifted, with student tuition and fees now nearly equal to the general fund appropriation. Notwithstanding the facts that reduced state support has necessitated tuition increases to sustain higher education operations and that Idaho tuition rates remain well below regional and national averages, state policymakers are reluctant to support additional tuition increases.

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

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

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

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

Evaluation Process

LCSC's Strategic Plan was originally developed for the 2013-2018 timeframe. In light of the college's updated mission and core themes, as well as the fact that the college's current strategic plan is near the end of its utility, a complete review of the goals and objectives has been underway. A representative committee is currently developing new strategies and objectives to guide the work of the college. The proposed performance measures associated with the new strategies and objectives (in development) are included in Appendix 2.

Addendum: Cyber Security

National Institute of Standards and Technology (NIST) Cybersecurity Framework
Governor Otter's Executive Order 2017-02 calls for:

> *All state agencies to immediately adopt and to implement by June 30, 2017, the*
> *National Institute of Standards and Technology (NIST) Cybersecurity Framework*
> *in order to better foster risk and cybersecurity management communications and*
> *decision making with both internal and external organizational stakeholders.*

On March 16, 2017 Michelle Peugh of Idaho's Division of Human Resources (DHR) sent an email attachment – authored by DHR Director Susan Buxton – to Ms. Vikki Swift-Raymond, Lewis-Clark State College's Director of Human Resource Services (HRS). Director Buxton's memo asked LCSC to confirm that the college has adopted the NIST Cybersecurity Framework, per the governor's executive order. On April 15th Lewis-Clark State College President J. Anthony

Fernández returned confirmation to Director Buxton that the college has adopted the NIST Framework.

Implementation of the Center for Internet Security (CIS) Controls

Governor Otter's Executive Order 2017-02 calls for "*agencies to implement the first five (5) Center for Internet Security Critical Security Controls (CIS Controls) for evaluation of existing state systems by June 30, 2018.*" Lewis-Clark State College has accomplished the following:

- On October 4, 2016 Lewis-Clark State College contracted with CompuNet to perform a "gap analysis" of LCSC's security posture relative to all twenty CIS Controls. CompuNet's report was delivered to LCSC on October 19th.
- On January 16, 2017 Governor Otter issued his cybersecurity executive order.
- On February 2nd Lieutenant Governor Brad Little held a statewide meeting to organize all agencies in a coordinated response to the governor's executive order. Lewis-Clark State College attended the meeting remotely. The Lieutenant Governor turned the meeting over to Lance Wyatt, Acting Chief Information Security Officer within Idaho's Office of the CIO. Mr. Wyatt described the statewide process, where:
    - Each agency would complete a self-assessment of one CIS Control per month, extending through the next five months.
    - Each agency would document its self-discovery in a data repository provided by the state.
    - Each agency would attend a statewide meeting held approximately every two weeks, for coordination, facilitation, and problem solving.
    - At the end of the self-assessment process, agencies would collaborate on cyber-security product selection that will aid in managing the first five CIS controls
    - Starting in summer 2017, each agency will begin remediation of perceived gaps in the first five controls, finishing the process prior to the governor's deadline of June 30, 2018.
- Lewis-Clark State College has attended each of the state's cyber-security meetings during 2017 and 2018.
- LCSC has completed the self-assessment process led by Lance Wyatt, Chief Information Security Officer. All relevant data have been entered on the state's Sharepoint repository designed for collecting these data.
- Based on the Department of Administration's gap analysis, Lewis-Clark State College has implemented *Tenable Security Center Continuous View*, a product that addresses CIS controls 1-5.
- Lewis-Clark State College's administration has committed the college to purchase suitable hardware and implement appropriate processes that combine to minimize cyber-related risks revealed by the college's self-assessment. Currently under review is f5's Big-IP.

Implementation of the Employee Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for "*All executive branch agencies to require that all state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.*"

- In 2018, Idaho's Department of Human Resources distributed training software for use by all employees in Idaho.
- Lewis-Clark State College's Department of Human Resource Services has used DHR's software licensing to create a mandatory training requirement for all college employees, to be completed by March 30, 2018.

Implementation of the Specialized Cybersecurity Training

Governor Otter's Executive Order 2017-02 calls for "*The State Division of Human Resources, in conjunction with all executive branch agencies, to compile and review cybersecurity curriculum for mandatory education and training of state employees, and to determine appropriate levels of training for various classifications of state employees.*"

In December 2017, LCSC's Associate Director charged with cybersecurity completed SANS SEC566 "Implementing and Auditing the Critical Security Controls."

Institution/Agency Goals and Objectives	State Board of Education Goals			
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM
GOAL 1: SUSTAIN AND ENHANCE EXCELLENCE IN TEACHING AND LEARNING				
Objective A: Strengthen courses, programs, and curricula consonant with the mission and core themes of the institution.	✓	✓	✓	✓
Objective B: Optimize technology-based course delivery, resources, and support services for students, faculty, and staff.	✓	✓		✓
Objective C: Optimize technology-based course delivery, resources, and support services for student, faculty, and staff	✓	✓		✓
Objective D: Maximize direct faculty and student interactions inside and outside the classroom.	✓			✓
Objective E: Recruit and retain a highly qualified and diverse faculty and staff.	✓	✓		✓
Objective F: Provide a safe, healthy, and positive environment for teaching and learning.	✓	✓		✓
GOAL 2: OPTIMIZE STUDENT ENROLLMENT AND PROMOTE STUDENT SUCCESS				
Objective A: Marketing efforts will focus on clearly identified populations of prospective students	✓	✓	✓	✓
Objective B: Retain and graduate a diverse student body.	✓	✓	✓	✓

Objective C: Maximize student satisfaction and engagement.	✓	✓	✓	✓
GOAL 3: STRENGTHEN AND EXPAND COLLABORATIVE RELATIONSHIPS AND PARTNERSHIPS				
Objective A: Increase volunteer, internship, and career placement opportunities	✓		✓	✓
Objective B: Collaborate with relevant businesses, industries, agencies, practitioners, and organizations for the beneficial exchange of knowledge and resources.	✓	✓		✓
Objective C: Increase cooperation and engagement of alumni for the advancement of the college.		✓	✓	✓
Objective D: Advance the college with community members, business leaders, political leaders, and current and future donors.		✓		✓
GOAL 4: LEVERAGE RESOURCES TO MAXIMIZE INSTITUTIONAL STRENGTH AND EFFICIENCY				
Objective A: Allocate and reallocate funds to support priorities and program areas that are significant in meeting the role and mission of the institution.	✓	✓	✓	✓
Objective B: Assess and modify organizational structure and institutional processes to ensure the most effective use of resources.		✓	✓	✓
Objective C: Continuously improve campus buildings, grounds, and infrastructure to maximize environmental sustainability and learning opportunities.	✓	✓	✓	✓

Objective D: Create a timetable for the sustainable acquisition and replacement of instruments, machinery, equipment, and technologies and ensure required infrastructure is in place.	✓	✓	✓	✓
Objective E: Identify and secure public and private funding to support strategic plan priorities.		✓	✓	✓

Appendix 2: Proposed Institutional Measures for Strategic Plan 2019-2023

2019-2023 Strategic Plan Draft

Context: In light of the college's updated mission and core themes, a complete review of the goals and objectives has been underway. A representative committee is developing new strategies, objectives, and corresponding performance measures to guide the work of the college. These proposed performance measures are outlined below, and if adopted, will be used alongside of the state-wide performance measures in the 2019-2023 Strategic Plan.

Goal 1: Strengthen and expand instructional and co-curricular programming

   Objective 1.A: Expand course, program and delivery options

   Performance Measure (PM) 1.A.1 Number of fully online, hybrid delivery, and evening/weekend programs

   Objective 1.B: Ensure high quality program outcomes

   PM 1.B.1 Licensing/ Certification pass rates
   PM 1.B.2 Research Symposium participation

   Objective 1.C: Expand co-curricular programming

   PM 1.C.1 Student participation in internships and apprenticeships
   PM 1.C.2 Student participation in activities that build a co-curricular transcript

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Goal 2: Increase student enrollment, retention and completion

   Objective 2.A: Increase the college's student FTE.

   PM 2.A.1 Direct from high school enrollment

   Objective 2.B: Increase the number of non-traditional, adult learners enrolled in degree programs.

   PM 2.B.1 Adult learners (age 24 years or older)
   PM 2.B.2 Online Headcount (one or more online classes)
   PM 2.B.3 Direct transfer students
   PM 2.B.4 Degree-seeking nonresident students

Goal 2: **Increase student enrollment, retention and completion (cont.)**

Objective 2.C: Increase credential output

PM 2.C.1 Certificates and Degrees
PM 2.C.2 Workforce Training Enrollment
PM 2.C.3 Workforce Training Completion
PM 2.C.4 Overall Retention Rate

Goal 3: Foster inclusion throughout campus culture and processes

Objective 3.A: Expand inclusive practices programming for faculty, staff and students.

PM3.A.1 Number of faculty and staff participating in inclusive practices programming each year.

Objective 3.B: Develop community and other partnerships to enhance student learning and enrich the region.

PM 3.B.1 Number of Work Scholar/internship sites (exclude required internships for programs)
PM 3.B.2 Number of participants in community enrichment activities

Goal 4: Increase and leverage institutional resources to achieve enrollment, employee retention and campus planning objectives.

Objective 4.A: Diversify revenue streams to allow for investment in campus programs and infrastructure.

PM 4.A.1 Develop new ongoing revenue streams

Objective 4.B: Bring the average employee's compensation to 80% of policy

PM 4.B.1 Bring 8% of employees to 80% of policy each year.

Objective 4.C: Increase grant funding

PM 4.C.1 Federal, state, local and private grant funding

	State Board of Education Goals			
Institution/Agency Goals and Objectives	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM
GOAL 1: STRENGTHEN AND EXPAND INSTRUCTIONAL AND CO-CURRICULAR PROGRAMMING				
Objective A: Expand course, program and delivery options	✓	✓	✓	✓
Objective B: Ensure high quality program objectives	✓		✓	✓
Objective C: Expand co-curricular programming	✓	✓		✓
GOAL 2: INCREASE STUDENT ENROLLMENT, RETANTION AND COMPLETION				
Objective A: Increase the college's student FTE	✓	✓	✓	✓
Objective B: Increase the number of non-traditional, adult learners enrolled in degree programs	✓	✓		✓
Objective C: Increase credential output	✓			✓

GOAL 3: FOSTER INCLUSION THROUGHOUT CAMPUS CULTURE AND PROCESSES				
Objective A: Expand inclusive practices programming for faculty, staff and students.	✓			✓
Objective B: Develop community and other partnerships to enhance student learning and enrich the region.	✓	✓		✓
GOAL 4: INCREASE AND LEVERAGE INSTITUTIONAL RESOURCES TO ACHIEVE ENROLLMENT, EMPLOYEE RETENTION AND CAMPUS PLANNING OBJECTIVES				
Objective A: Diversify revenue streams to allow for investment in campus programs and infrastructure.	✓	✓	✓	✓
Objective B: Bring the average employee's compensation to 80% of policy.		✓	✓	✓
Objective C: Increase grant funding		✓	✓	✓

College of Eastern
Idaho

Strategic Plan 2019-2023

March 16. 2018

FY 2018-2022

Strategic Plan

MISSION STATEMENT
To provide open-access to affordable, quality education that meets the needs of students, regional employers and community.

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

State Metrics:

Timely Degree Completion
  I.   Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Percentage	7	6	8	N/A	>10

  II. Percent of first-time, full-time, freshmen graduating within 150% of time

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Grad Rate %150 IPEDS	57	56	63	59	>65

  III. Total number of certificates/degrees produced, broken out by:
       a) Certificates of at least one academic year
       b) Associate degrees

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Certificates	135	120	120	109	>120
Associate Degrees	103	97	118	121	>130

  IV. Number of unduplicated graduates, broken out by:
       a) Certificates of at least one academic year

b) Associate degrees

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Completers of Certificates	135	120	120	109	>120
Completers of Degrees	104	97	117	121	>130

Reform Remediation

V. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Students	111	117	148	134	>145

Math Pathways

VI. Percent of new degree-seeking freshmen completing a gateway math course within two years

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Students	84	86	101	112	>120

Structured Schedules

VII. Number of programs offering structured schedules.

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Percentage	100%	100%	100%	100%	100%

Guided Pathways

VIII. Percent of first-time, full-time freshmen graduating within 100% of time

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
FTFT Completers 100%	37%	40%	30%	37%	>40%

N/A - Has been used to indicate areas were reports or data have not finalized collection for the year in question or that is otherwise unavailable at the time this report was produced.

GOAL 1: A Well Educated Citizenry

The College of Eastern Idaho will provide excellent educational opportunities to enter the workforce or to continue their education with articulation agreements with universities.

Objective A: Access
Performance Measures:

I. Annual number of students who have state funded or foundation funded scholarship:

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
State Funded	6	2	4	15	>15
Foundation Funded	390	266	296	227	>350

II.   Percentage of high school students who enroll in CEI programs during the first year after graduation:

FY	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Percentage of Annual Enrollment who entered CEI within 1 year of High School	13%	16%	18%	27%	>25%

III.   Total degree and certificate production and headcount:

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Degrees/Certificates	232	240	217	239	228	>260
Completers	231	239	216	237	226	>245

Objective B: Adult Learner Re-Integration
        Performance Measures:

I.   Number of students enrolled in GED who are Idaho residents
II.   Number of students who complete their GED
III.   Number of students who go on to post-secondary education

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Enrolled	381	323	273	242	N/A	>300
Completed	50	43	21	18	N/A	>30
Went On	168	55	77	141	N/A	>200

numbers are progressive and subject to change as time passes and more students enroll in other schools.
Currently CEI does not have data for this goal. CEI is collecting data and will report on it beginning in fall of 2018
N/A - Has been used to indicate areas were reports or data have not finalized collection for the year in question or that is otherwise unavailable at the time this report was produced.

GOAL 2: Innovation and Economic Development

Objective A: Workforce Readiness
        Performance Measures:

I.   Number of graduates who found employment in their area of training
II.   Number of graduates who are continuing their education
III.   Number of graduates who found employment in related fields

Grad by FY	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
I. Employed In training area	212	177	195	N/A	>225
II. Continuing education	24	24	35	N/A	>50
III. Employed in related field	170	136	141	N/A	>175

IV.   Percentage of students who pass the TSA for certification:

Percentage By FY	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
TSA Pass Percentage	91%	96%	89%	92.6%	96%

numbers are progressive and subject to change as time passes and more students enroll in other schools.
Currently CEI does not have data for this goal. CEI is collecting data and will report on it beginning in fall of 2018
N/A - Has been used to indicate areas were reports or data have not finalized collection for the year in question or that is otherwise unavailable at the time this report was produced.

GOAL 3: Data-Informed Decision Making

Objective A: Number of industry recommendations incorporated into career technical curriculum.
        Performance measures:

I.   Number of workforce training courses created to meet industry needs:

	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
WFT Courses	514	519	478	650	>625
Misc. Community Events	762	1000	894	2319	>2400

GOAL 4: Effective and Efficient Educational System

Objective A: High school senior who choose CEI as their first choice to higher education.
        Performance Measures:

I.   Total fall enrollment students that are retained or graduate in the following fall:

FA	FA 2013	FA 2014	FA 2015	FY 2017	Benchmark
Grad or still enrolled	463	430	440	463	>480

II.   Number of high school students who took a remediation for Math or English:

FY	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Number of Students entering within one year of HS and ever taking a remedial course	63	57	55	65	<40

III.   Cost per credit hour –Financials as per IPEDS divided by total annual undergraduate credit hours:

FY	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Cost per Credit Hour	$ 599	$ 671	$ 663	$ 710	$ 790	$ <700

IV.   Number of students who successfully articulate another institution to further their education:

*FY	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Number Continuing On	201	148	84	55	>200

numbers are progressive and subject to change as time passes and more students enroll in other schools.
Currently CEI does not have data for this goal. CEI is collecting data and will report on it beginning in fall of 2018
N/A - Has been used to indicate areas were reports or data have not finalized collection for the year in question or that is otherwise unavailable at the time this report was produced.

GOAL 5: Student Centered

Objective A: CEI faculty provides effective and student centered instruction.
　　　Performance Measures:

I.　　Utilization of annual Student Satisfaction Survey results for Student Centeredness. Gap per Noel Levitz Annual Survey:

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
CEI	0.39	0.6	0.33	0.59	N/A	<0.25
PEERS	0.61	0.63	0.6	0.67	N/A	N/A

II.　　Fall to Fall Retention - IPEDS Fall Enrollment Report:

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
FTFT Fall-to-Fall Retention	62%	64%	68%	69%	54%	>74%

III.　　Utilization of results of Student Satisfaction Survey results for Financial Aid Services. Gap per Noel Levitz Annual Survey:

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
CEI	0.78	0.74	0.65	0.68	N/A	>0.78
PEERS	1.06	1.04	1.01	0.75	N/A	N/A

IV.　　Utilization of results of Student Satisfaction Survey results for Financial Aid and the Admission Process (New Student Survey):

	FY 2016	FY 2017	Benchmark
Financial Aid	94%	N/A	98%
Admissions	83%	N/A	98%

Objective B: Tutoring Center provides services to support education success.
　　　Performance Measures:

I.　　Tutoring contact hours to support student needs:

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Hours	6	5	4	5.76	8.5	>6

Objective C: CEI library services meets the expectation of students.
　　　Performance Measures:

I. Library services meet the expectations of students. Gap per Noel Levitz Annual Survey:

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
CEI	0.6	0.83	0.38	0.19	N/A	>.15
PEERS	0.49	0.44	0.49	0.22	N/A	N/A

Objective D: Increase the reach of the Center for New Directions (CND) to individuals seeking to make positive life changes.
    Performance Measures:

I. Number of applicants/students receiving CND services:

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	Benchmark
Clients Served	518	411	258	273	266	>300

GOAL 6: Cyber Awareness*
Currently CEI does not have data for this goal. CEI is collecting data and will report on it beginning in fall of 2018
N/A - Has been used to indicate areas were reports or data have not finalized collection for the year in question or that is otherwise unavailable at the time this report was produced.

Objective A: Regular Training
  I.   CEI will establish a policy to provide regular training to all faculty and staff on best practices for cybersecurity protection using the DHR's recommendation and requirements.
  II.   Annual number of trained faculty and staff.
  III. Benchmark to be 100% in 1 year.

Objective B: Specific Training for Super Users
  I.   CEI will identify and track employees with elevated privileges and ensure that training meets their elevated status as a user and provide advanced training.
  II.   Annual number of advanced users will be identified and trained.
  III. Benchmark to be 100% in 1 year.

Objective C: Monthly Awareness Emails
  I.   CEI will send out monthly Emails to inform employees on new cyber threats and hacking strategies. This will also include "best practices" for computer users.
  II.   Benchmark to be monthly record of sent email.

Objective D: Policy Statement to be Signed by all Employees
  I.   CEI will compose a policy for computer use on and off campus that relate to CEI activities and concerns. Employees will receive a copy of the policy each year when they sign their contracts.
  II.   Benchmark to be 100% for all employees.

Key External Factors

Funding:

Many of our strategic goals and objectives assume on-going and sometimes significant additional levels of State legislative appropriations. Recent funding for Career Technical Education has allowed CEI to respond to industry needs in a timely and efficient manner. The enrollment and graduation rates in many of the Career Technical Programs have limited seats available to students with waiting lists. The recent State funding has allowed us to hire new instructors and reduce many of the waiting lists. CEI was funded as a community college which allows us to offer the Associates of Arts and the Associates of Science Degrees for the first time in fall 2018. We are projecting growing enrollment over the next few years due to this funding. We are actively engaged in the "go on" rate in Idaho and working with the local high schools to recruit students.

CEI initiatives for FY 2019-2024

Initiative 1

CEI is working with local universities to build pathways for students with AA and AS Degrees to complete a Bachelor Degree without loss of credit or time. Currently we have seven pathways to the University of Idaho and ten pathways to Idaho State University. We are also creating 2 plus 2 agreements that have been approved by the Deans of each institution. Currently we have five 2 plus 2 agreements with both the University of Idaho and Idaho State University. This initiative will be active for several years as we build connections to help students go on to complete a Bachelor Degree, reduce surplus courses and save financial dollars.

Initiative 2

CEI will continue to reach out to all of the high schools in Region VI to offer Dual Credit. A website has been built and documents are available to introduce students, parents and educators to what CEI will offer as Dual Credit and concurrent credit.

Initiative 3

CEI Workforce Training will be expanding partnerships to provide "just in time" training to industry in Region VI. This is always an on-going activity, but there are new plans and opportunities available as we grow as a new community college.

	State Board of Education Goals				
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS	Goal 4:	Goal 5:
CEI Goals and Objectives					
GOAL 1: A Well Educated Citizenry					
Objective A: Access	X	X	X		
Objective B: Adult Learner Re-Integration	X	X	X		
GOAL 2: Innovation and Economic					
Objective A: Workforce Readiness			X		
GOAL 3: Data-Informed Decision Making					
Objective A: Number of industry recommendations incorporated into career technical curriculum.			X		
GOAL 4: Effective and Efficient Educational					
Objective A: High school senior who choose CEI as their first choice to higher education.	X	X			
GOAL 5: Student Centered					
Objective A: CEI faculty provides effective and student centered instruction.	X	X	X		
GOAL 6: Cyber Awareness					
Objective A: Regular Training	X				
Objective B: Specific Training for Super Users	X				
Objective C: Monthly Awareness Emails					
Objective D: Policy Statement to be Signed by all Employees	X		X		

![CSI College of Southern Idaho logo]

2019-2023
STRATEGIC PLAN

MISSION STATEMENT

To provide quality educational, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities we serve.

VISION STATEMENT

To improve the quality of life of those impacted by our services.

DEFINITIONS OF MISSION TERMS

"Provide quality…opportunities that meet…the diverse needs": This phrase is operationally defined within the document. Demonstration of mission fulfillment is based upon our ability to meet the performance indicators and benchmarks established in this document. These have been created to establish standards of quality that can be regularly assessed to ensure that we are providing quality opportunities that meet the diverse needs of the communities we serve.

"Educational": Relating to activities typically encompassed by teaching and learning.

"Social": Relating to the welfare of human beings as members of society.

"Cultural": Relating to the customs, traditions, and values of a society.

"Economic": Relating to economic development and economic welfare.

"Workforce Development": Relating to the training of a qualified workforce.

"Communities we serve": The communities we serve include the diverse populations of students, employees, and community members impacted by the college. These communities can be organized in many different ways. They include those living in our eight-county service area as well as those who interact with the college from afar. They can also be organized by any number of demographic characteristics which transcend geographical boundaries.

DEFINITIONS OF PLAN TERMS

Goal/Core Themes: Individually, core themes manifest the essential elements of our mission and collectively they encompass the mission. They represent the broad themes that guide planning processes designed to lead to mission fulfillment.

Objectives: Planning goals contained within each core theme that collectively lead to fulfillment of the core theme.

Performance Measures: Quantitative or qualitative indicator used to measure progress in meeting strategies, objectives, core themes, and ultimately, mission fulfillment.

Critical Success Activity: A specific action item that must be completed in order to reach fulfillment of a strategy, objective, or core theme.

Benchmarks: Targets established by the college in an effort to assess achievement, track progress over time, and set goals for improvement.

GOAL/CORE THEME 1: COMMUNITY SUCCESS

As a community college, we are committed to responding to the diverse needs of the communities we serve and to taking a leadership role in improving the quality of life of the members of those communities.

Objective A: Strengthen the ~~social fabric in the~~ communities we serve

Performance Measure:

I. **The College of Southern Idaho's mission fosters interaction between the College and the people of the diverse communities it serves both geographically and demographically. The College measures performance of this important mission component by emphasizing human connectivity and cultural awareness through support of such activities as the Herrett Forum Lecture Series, Arts on Tour, and the Magic Valley Refugee Day, among many others. Additionally, CSI offers public events such as intercollegiate athletics, community education, and various camps and artistic performances in order to encourage learning and community interaction as well as for sheer entertainment. Finally, the College strengthens the community through its support of Head Start, the Office on Aging, and the Refugee Center, among other ancillary agencies. The College further strengthens the community with a commitment to sustainability and civility.**

~~Performance Measures: This measure is under development~~
~~Benchmark: TBD (To be established in 2017)~~

Benchmark: Because of the breadth and diversity of this objective, it is continually assessed at the program level as an observable objective rather than a quantifiably measurable objective.[1]

Objective B: Cultivate economic partnerships across the communities we serve

Performance Measure:

I. **The College of Southern Idaho's mission promotes active participation in the economic development of the communities we serve. CSI measures performance in fulfilling this mission component through continued membership and active participation in such organizations as the Southern Idaho Economic Development Council (SIEDO), Jerome 20/20, Business Plus, Region IV Development (RIVDA), and Sun Valley Economic Development (SVED), among others. CSI also maintains active participation as a member of various chambers of commerce throughout the region along with other economic development agencies. While the College is never the sole reason that new companies move to the area, or that existing companies thrive, we strive to be a major contributor to both of these outcomes.**

~~Benchmark: TBD (To be established in 2017)~~

Benchmark: Because of the breadth and diversity of this objective, it is continually assessed at the specific program level as an observable objective rather than a quantifiably measurable objective.[1]

Objective C: Meet the workforce needs of the communities we serve

Performance Measure:

I. **Total ~~Duplicated~~Unduplicated Headcount of Workforce Training Completers and Total Course Completions (Sources: State Workforce Training Report and Internal Reporting)**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA Headcount 3,137 Completions	1,618 Headcount 4,319 Completions	1,852 Headcount 9,478 Completions	1,972 Headcount 5,761 Completions	Meet the workforce training needs of our area as determined by industry

Benchmark: Meet the workforce training needs of our area as determined by industry [2] (by 2019)

~~II.   Headcount of Career Technical Education Completers (Source: Voluntary Framework of Accountability)~~

~~III.~~II. **Unduplicated headcount of graduates over rolling 3-year average of CTE Full Time Equivalency (FTE) (Source: IPEDS Completions and Internal Reporting)**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	51% (422/834)	54% (413/759)	51% (370/723)	55%

Benchmark: ~~Meet the workforce training needs of our area as determined~~ **55% ₃ (**by ~~industry ₁ (by FY2018~~**2019)**

~~IV.~~III.   Placement of Career Technical Education Completers (Source: Idaho CTE Follow-Up Report)

FY13 (~~2012-2013~~2014-2015)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
86.1%	93.4%	97.2%	92.6%	92.3%

Benchmark: Maintain placement at or above the average for the previous four years (92.3%) ₄ (by ~~FY2018)~~ **2019)**

GOAL/CORE THEME 2: STUDENT SUCCESS

As an institution of higher education, we exist to meet the diverse educational needs of the communities we serve. Above all institutional priorities is the desire for every student to experience success in the pursuit of a quality education.

Objective A: Foster participation in post-secondary education

Performance Measures:

I.   Annual Institutional Unduplicated Headcount (Source: PSR 1 Annual Enrollment Report)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
11,747	10,686	10,912	12,091	2% increase

Benchmark: 2% increase ₅ (by ~~FY2018~~**2019)**

II.   Annual Institutional Full Time Equivalency (FTE) Enrollment (Source: PSR 1 Annual Enrollment Report)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
4,468.17	4,153.70	3,956.55	3942.67	Reverse trend of post-recession declining enrollment

Benchmark: Reverse trend of post-recession declining enrollment ₆ (by ~~FY2018~~**2019)**

III.   Dual Credit Enrollment by Credit and Headcount (Source: State Board of Education Dual Credit Report) *~~Statewide Performance Measure~~*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
12,171 credits 2,486 headcount	16,331 credits 3,178 headcount	18,155 credits 3,942 headcount	25,680 credits 5,353 headcount	~~Manage expected enrollment increases by increasing institutional dual credit infrastructure~~**TBD**

~~Benchmark: Manage expected enrollment increases by increasing institutional dual credit infrastructure ₅ (by FY2018)~~

Benchmark: **TBD ₇ (by 2019)**

IV.   Tuition and Fees (Source: College of Southern Idaho)

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
$115 (-12.3%)	$120 (-10.2%)	$130 (-4.8%)	$130 (-4.5%)	Maintain tuition at ~~or below~~**+/- 5% of average of** other Idaho ~~Community Colleges~~**community colleges**

Benchmark: Maintain tuition at ~~or below~~**+/- 5% of average of** other Idaho ~~Community Colleges ₆~~**community colleges ₈** (by ~~FY2018~~**FY2019)**

V. **Hispanic/Latino Enrollment (Source: College of Southern Idaho)**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
NA	21.37%	21.31%	22.87%	25%

Benchmark: 25% 9 (by FY2020)

Objective B: Reinforce a commitment to instructional excellence

Performance Measures:

I. **Student Satisfaction Rate with Overall Educational Experience (Source: Community College Survey of Student Engagement)**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
90%	87%	90%	90%	90%

Benchmark: 90% 710 (by FY2018FY2019)

Critical Success Activity:
- Fully develop a 3-5 year comprehensive faculty and instructional improvement and professional development plan:
  - o Develop qualification protocol for online instruction and pilot implementation
  - o Develop and expand the Effective Teaching Academy
- Continue implementation of adjunct and dual credit professional development program

Objective C: Support student progress toward achievement of educational goals

Performance Measures:

I. **Percentage of first-time, full-time, degree seeking students retained or graduated the following year (excluding death or permanent disability, military, foreign aid service, and mission) (Source: IPEDS) *Statewide Performance Measure***

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
56% (574/1,020) Fall 2012 Cohort	56% (441/783) Fall 2013 Cohort	57% (382/672) Fall 2014 Cohort	60% (366/606) Fall 2015 Cohort	6061%

Benchmark: 60% 861% 11 (by FY2018FY2019)

II. **Percentage of students retained from fall to spring (Source: Voluntary Framework of Accountability)**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
70.1% (1,524/2,175) Fall 2011 Cohort	66.7% (1,093/1,638) Fall 2012 Cohort	71.6% (1,184/1,653) Fall 2013 Cohort	71.6% (1,123/1,569) Fall 2014 Cohort	7673%

Benchmark: 76% 973% 12 (by FY2018FY2019)

III. **Number of degrees/certificates produced annually (Source: IPEDS Completions) *New Statewide Performance Measure***

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
198 Certificates 880 Degrees	179 Certificates 845 Degrees	192 Certificates 919 Degrees	151 Certificates 817 Degrees	NA

Benchmark: NA 13

~~III.~~IV.   Unduplicated headcount of graduates over rolling 3-year average of degree seeking FTE (Source: IPEDS Completions and PSR 1 Annual Degree Seeking FTE) *~~Statewide Performance Measure~~*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
22.9% (963/4,211)	25.1% (970/3,860)	30.0% (1,035/3,454)	29.9% (951/3,184)	31%

Benchmark: 31% [10][14] (by ~~FY2018~~FY2019)

~~IV.~~V.   ~~Remediation Success—Math:~~ Percentage of degree seeking students ~~who were referred to developmental math and successfully completed any college level~~taking a remedial course ~~work in math~~who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment (Source: ~~Voluntary Framework of Accountability)~~College of Southern Idaho) *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
35%	38%	53%	54%	~~55%~~TBD

Benchmark: ~~55%~~ [11]TBD[15] (by ~~FY2018)~~FY2019)

~~V.~~VI.   ~~Remediation Success—English:~~ Percentage of first time degree seeking students ~~who were referred to developmental English and successfully completed any college level~~completing a gateway math course ~~work in English~~within two years of enrollment (Source: ~~Voluntary Framework of Accountability)~~College of Southern Idaho) *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
28%	29%	32%	34%	TBD

Benchmark: ~~58%~~ [11]TBD[16] (by ~~FY2018)~~FY2019)

VII.   Percentage of students completing 30 or more credits per academic year (Source: College of Southern Idaho) *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
7.0%	7.3%	7.4%	7.1%	10%

Benchmark: 10% [17] (by FY2021)

~~VI.~~VIII.   Percentage of students who successfully reached semester credit hours of 24 credits for part-time and 42 credits for full-time by the end of the second academic year (Source: Voluntary Framework of Accountability)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
46.3% 646/1394 (Fall 2011 Cohort)	33.5% 324/968 (Fall 2012 Cohort)	58.3% 813/1395 (Fall 2013 Cohort)	59.5% 609/1023 (Fall 2014 Cohort)	~~47.5~~61%

Benchmark: ~~47.5%~~ [12]61% [18] (by ~~FY2018~~FY2019)

~~VII.~~IX.   Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (Source: IPEDS) *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
18% (186/1,011) Fall 2010 Cohort	19% (180/966) Fall 2011 Cohort	20% (191/976) Fall 2012 Cohort	21% (181/843) Fall 2013 Cohort	~~21~~22%

Benchmark: ~~21%~~ [13]22% [19] (by ~~FY2018~~FY2019)

X. **Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (Source: IPEDS)** *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
7% (75/1,011) Fall 2010 Cohort	8% (75/966) Fall 2011 Cohort	9% (83/976) Fall 2012 Cohort	10% (84/843) Fall 2013 Cohort	11%

Benchmark: 11% [20]

VIII.XI. **Percent of students who have completed a certificate or degree, transferred without completing a certificate or degree, or are still enrolled (Source: Voluntary Framework of Accountability)**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
60% 638/1,060 Fall 2007 Cohort	57.9% 525/906 Fall 2008 Cohort	60.4% 842/1,395 Fall 2009 Cohort	61.1% (838/1,372) Fall 2010 Cohort	62%

Benchmark: 62% [21] (by ~~FY2018~~FY2019)

XII. **Number of programs offering structured schedules (Source: CSI Advising Materials)** *New Statewide Performance Measure*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	100%

Benchmark: TBD[22] (by FY2019)

XIII. **Median credits earned at graduation (Source: College of Southern Idaho)**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
78	77	75	73	70

Benchmark: 70 [23] (by FY2019)

XIV. **Would you recommend this college to a friend or family member? (Source: Community College Survey of Student Engagement)**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
97%	97%	98%	97%	97%

Benchmark: 97% [24] (by FY2019)

Objective D: Provide evidence of achievement of student learning outcomes

Performance Measures: This measure is under development

I. **Critical Success Activity: Finalize assessment of General Education program student learning outcomes; gather and interpret data**
Critical Success Activity: Initial implementation of General Education Program Student Learning Outcomes Plan with 100% participation
Benchmark: ~~TBD (To be established in 2017~~100% compliance [25] (FY2019)

II. **Critical Success Activity: Finalize program level student learning outcome assessment for all programs; gather and interpret data**
Critical Success Activity: Initial implementation of Program Level Student Learning Outcomes Plan with 100% participation
Benchmark: 100% compliance [26] (FY2019)

Objective E: Offer opportunities for student engagement that go beyond the classroom

Performance Measures: This measure is under development
Benchmark: TBD (To be established in 2017)

I.　　　Participation in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.) (Source: Community College Survey of Student Engagement)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
25%	23%	29%	27%	30%

Benchmark: 30% 27 (by FY2019)

GOAL/CORE THEME 3: INSTITUTIONAL STABILITY

Sustainable community and student success can only come from a solid institutional foundation. The stability of our institution is dependent upon ensuring that we have adequate capacity and resources to ensure the effectiveness of our operations.

Objective A: Provide employees with a work environment that values employee success and satisfaction

Performance Measures: This measure is under development

I.　　　Chronicle of Higher Education Great Colleges to Work For Survey

　　　Benchmark: TBD 28 (To be established in 2017 2019)

Objective B: Ensure that the college maintains the financial resources necessary to meet its mission

Performance Measures:

I.　　　Undergraduate Cost Per Credit: IPEDS instruction, academic support, student services, institutional support, and other expenses and deductions, divided by annual weighted credit hours (Sources: Cost: IPEDS Finance Survey, Part C; Credits: Weighted PSR 1.5 [including non-resident] plus CTE credits weighted at 1.0) *Statewide Performance Measure*

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
NA	$ 277.30 ($50,266,494/ 181,270)	$262.36 ($44,004,146/ 167,724)	$306.37 ($48,285,971/ 157,609)	Less than $300

Benchmark: Less than $300 15 29 (by FY2018 FY2019)

II.　　　Unduplicated headcount of all undergraduate degrees and certificates divided by IPEDS $100,000 of spending in IPEDS categories of instruction, academic support, student services, institutional support, and other expenses and deductions. (Source: IPEDS Completions of any degree or certificate; IPEDS Finance Survey, Part C) *Statewide Performance Measure*

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	Benchmark
NA	1.916 (963/$502.66)	2.204 (970/$440.04)	2.143 (1,035/$482.86)	2.3

Benchmark: 2.3 16 30 (by FY2018 FY2019)

III.　　　Total Yearly Dollar Amounts Generated Through External Grants Institutional reserves equal to three months of general fund budget. (Source: College of Southern Idaho)

FY13 (2013-2014)	FY14 (2014-2015)	FY15 (2015-2016)	FY16 (2016-2017)	Benchmark
23.6%	17.2%	22.5%	27.3%	25%

Benchmark: $4 million 17 25% 31 (by FY2018 FY2019)

Objective C: Maintain a strong relationship with the CSI Foundation

Performance Measures:

I.　　　Total Dollar Amount Awarded to Students by the CSI Foundation

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
$1.76 million	$1.78 million	$1.76 million	$1.69 million	$1.74 million

Benchmark: $1.9 74 million 19 (a 3% increase over the previous year) 32 (by FY2018 FY2019)

Objective D: Enhance infrastructure resources to ensure the college is safe, sustainable, and inviting to all of the members of our communities

Performance Measures: **This measure is under development**

I.   Potential measures tied to: Maintenance, Clery Report, IT service/availability, Cybersecurity

   Benchmark: TBD ₃₃ (To be established in ~~2017)~~

~~**Objective E:** Engage in ongoing, purposeful, systematic, integrated, and comprehensive planning and assessment~~

~~**Performance Measures:** This measure is under development~~
   ~~**Benchmark: TBD (To be established in 2017)**~~

~~**Objective F:** Improve institutional effectiveness by focusing on both internal and external communication strategies and processes~~

~~**Performance Measures:** This measure is under development~~
   ~~**Benchmark: TBD (To be established in 2017)**~~ **2019)**

KEY EXTERNAL FACTORS:

There are numerous external factors that could impact the execution of the College of Southern Idaho's Strategic Plan. These include, but are not limited to:

- Changes in the unemployment rate which has been show to significantly impact enrollment;
- Changes in local, state, and/or federal funding levels;
- Changes to regional accreditation requirements;
- Circumstances of and strategies employed by our partners (e.g. K-12, higher education institutions, local industry);
- Legal and regulatory changes.

EVALUATION PROCESS:
The College of Southern Idaho Strategic Plan is evaluated annually by its locally elected Board of Trustees. Benchmarks are established and evaluated throughout the year by the College's Strategic Planning Steering Committee and by College administration. The College reports on achievement of benchmarks annually to the College of Southern Idaho Board of Trustees and to the Idaho State Board of Education.

~~[1] CSI is working with industry to determine an appropriate measure of the training needs in the region. This need will fluctuate from year to year along with the economy of the area.~~

~~[2]~~

[1] The college has chosen to classify this as an observable benchmark rather than a measurable bench mark. Our performance in strengthening our community and supporting economic development is tied to the College's support and involvement in numerous events, activities, projects, and agencies throughout our service region. These are constantly evaluated through interaction with our constituents at the individual program level. These self-assessments and evaluations provide information used for on-going improvement through our annual strategic planning review and revision cycle. Rather than setting a quantitative benchmark for this performance measure, the College chooses to assess fulfillment of this objective through these program level observations.

[2] The college has chosen to classify this as an observable benchmark rather than a measurable benchmark. Workforce enrollment fluctuates significantly based upon economic conditions outside of the College's control. Annually, CSI expects to meet all workforce training request made by industry partners. Further, the College is continually seeking new avenues for workforce training that will benefit the communities we serve. Rather than setting a quantitative benchmark for this performance measure, the College chooses to assess fulfillment of this objective through these program level observations.

[3] CSI Career Technical Education (CTE) students are enrolled in short-term and 1-Year Certificate Programs along with 2-Year Associate of Applied Science Programs. Given that it takes two years to graduate with an Associate of Applied Science Degree and one year to graduate with most Technical Certificates, we would expect 55% of our CTE students to complete each academic year.

[4] This benchmark has been established based upon an average of the past four years of placement. While the current benchmark is below the ~~current~~most recent annual placement level, external forces (e.g. unemployment rate) can significantly impact achievement of this benchmark.

[~~3~~5] Matching the FY 2016 2% increase would put enrollment on a positive trend after several years of declines.

[~~4~~6] As has been the case with college enrollment across the nation, CSI ~~enrollment~~FTE has been declining. Rather than setting a benchmark for growth, the College's current goal is to reverse this trend of declining ~~enrollment~~FTE. Once that goal has been achieved, a growth benchmark will be established.

~~[5] The CSI Office of Dual Credit is working to acknowledge growth opportunities in this area while not outpacing institutional infrastructure.~~

[6] [7] The college is working to establish a benchmark for dual credit enrollment that accounts for instructional capacity, regional capacity, and quality assurance. This metric is current under development.

[8] This benchmark has been established to ensure that tuition aligns with peer institutions in the state and remains affordable for students.

[7] Ninety [9] This benchmark reflects the estimated Hispanic/Latino population in the College's eight county service area. The enrollment calculation is based upon the US Department of Education's IPEDS enrollment calculation for Hispanic Serving Institution Designation. (The sum of the number of students enrolled full-time at an institution, plus the full-time equivalent of the number of students enrolled part time [determined on the basis of the quotient of the sum of the credit hours of all part-time students divided by 12] at the institution.)

[10] Ninety percent is a reasonable target considering that comparison schools have averaged 83% - 84 85% during this same time period. Students are asked, "How would you evaluate your entire educational experience at this college?" (Percentage reflects those marking "Good" or "Excellent")

> Source Note: The *Community College Survey of Student Engagement* (CCSSE) is an annual survey administered to community college students across the nation by the Center for Community College Student Engagement. CSI participates in the survey annually during the spring semester each year. In this metric, "comparison schools" consists consist of all other schools participating in the CCSSE during that term. Traditionally, approximately 700 Approximately 300 schools participate participated in a given term the CCSSE during the current assessment period.

[8] [11] The 60 61% benchmark for first-time, full-time students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in recognition of Goal 1 2, Objective C A of the Idaho State Board of Education Strategic Plan.

[9] [12] The 76 73% benchmark for first-time in college students has been set as a stretch benchmark in light of several college initiatives focused on retaining students, and in recognition of Goal 1 2, Objective C A of the Idaho State Board of Education Strategic Plan. To add additional context to this measure, the College of Western Idaho earned a 57.5 67.3% on this metric while North Idaho College earned a 77.5 76.1% during FY 2016. 2012-2013 data is not available as it predates the College's participation in the Voluntary Framework of Accountability. assessment period.

[10] [13] Because degree completion is directly tied to enrollment, the college has not chosen to set a benchmark for this metric. Metric 2.C.IV (see footnote #14) examines completion in relation to enrollment and is benchmarked.

[14] The 31% benchmark has been established as a stretch benchmark in light of several initiatives the college has undertaken to increase graduation rates and in alignment with Goal 1, Objective C of the Idaho State Board of Education Strategic Plan.

[11] The [15] The College is working to move students initially placed into remediation into successful college level coursework as quickly as possible. Because this is a new State of Idaho metric and due to significant changes in remediation at the college over the past few years, insufficient data exist to set a benchmark at this time.

[16] In recognition of data showing that math can be a significant barrier to student success, the college is working to get students through their college gateway math class as soon as possible in their college experience. Because this is a new State of Idaho metric and due to significant changes in remediation at the college over the past few years, insufficient data exist to set a benchmark at this time.

[17] In recognition of data showing that students who complete 30 or more credits per year have more long term success in college than students who do not, the college is working to encourage students to enroll in 30 or more credits per year. The college is implementing policies that it hopes will move this population to 10% by FY2021.

[18] The 61% benchmark has been established as a stretch benchmark in light of several initiatives the college continues to refine in order to decrease the amount of time students spend in remediation and has undertaken to increase their success in college-level courses. 2012-2013 data is not available as it predates the College's participation in the Voluntary Framework of Accountability.

[12] This is a new metric and the first three years of data show significant fluctuations in student progress. The current benchmark is an average of the first three years. After one more year of data, a stretch benchmark will be set in light of several college initiatives targeted at decreasing time to completion graduation rates and in alignment with Goal 1 2, Objective C B of the Idaho State Board of Education Strategic Plan.

[13] [19] The 21 22% benchmark has been established in light of the recent positive trend in this area, several initiatives the college has undertaken to increase graduation rates, and in alignment with Goal 1 2, Objective C B of the Idaho State Board of Education Strategic Plan.

[14] [20] While the IPEDS 100% of time to completion metric is unrealistic for community colleges given the enrollment patters of our students, the College has set a benchmark to improve this percentage to 11%. The college also measures and benchmarks completion based metric 2.C.XI (see footnote 21) which is tied to the VFA Six Year Completion rate.

[21] The current target is a stretch benchmark. It should be noted that this measure is based on a six-year cohort. Therefore, progress on college initiatives targeted at completion may take longer to appear in this metric. 2012-2013 data is not available as it predates the College's participation in the Voluntary Framework of Accountability.

[15][22] 100% of college programs offer structure schedules. This is a State of Idaho metric and the college benchmark iswill be 100% compliance.

[23] The College is working to reduce the number of credits earned at graduation by students who began their college career at CSI and are 23 or younger to 70 or fewer. Student over 23 are often returning to school after earning credits at an earlier point in time. Those past credits often inflate the final total of credits at graduation.

[24] CSI has consistently received scores averaging 97% on this metric. The college seeks to maintain this high level of satisfaction from year to year. Cohort colleges scored 94% on this metric in the most current assessment year. Students are asked, "Would you recommend this college to a friend or family member?" (Percentage reflects those marking "Yes.")

[25] The college is in the pilot phase of a new program of General Education Student Learning Outcomes Assessment. As this pilot moves into full production, benchmarks will be established in future years. At present, the crucial success activity for FY19 is to have 100% of the general education program compliant with participation.

[26] The college is in the pilot phase of a new program of General Education Student Learning Outcome Assessment. As this pilot moves into full production, benchmarks will be established in future years. At present, the crucial success activity for FY19 is to have 100% of programs compliant with participation.

[27] Students are asked about time spent, "participating in college-sponsored activities (organizations, campus publications, student government, intermural sports, etc." This benchmark reflects the College's work to increase participation in these areas. Cohort colleges scored 20% on this metric in the most current assessment year.

[28] CSI will participate in the Chronicle of Higher Education's *Great Colleges to Work For* survey in the spring of 2018. Data from this survey will be used to assess and set future benchmarks for this objective.

[29] This benchmark was aligned with Goal 4, Objective C in the 2018-2023 Idaho State Board of Education Strategic Plan and is currently well below the State Board target of $320 per undergraduate weighted student credit hour. Note: This metric has undergone several revisions over the past few years. Additionally, CSI has altered its reporting methodology for IPEDS financials. These factors have eliminated the ability to provide comparative data for 2012-2013 and have led to revised figures for other years compared to previous reports. (Methodology: Use weighted credit hours from PSR 1.5 for an academic year (ex. 2015-2016 [available August of end year]) and financials from the same fiscal year [available April of following year]).

[16][30] This benchmark iswas aligned with Goal 4, Objective C in the 2018-2023 Idaho State Board of Education Strategic Plan and is currently well above the State Board target of 1.7 graduates per $100,000. Note: This metric has undergone several revisions over the past few years. Additionally, CSI has altered its reporting methodology for IPEDS financials. These factors have eliminated the ability to provide comparative data for 2012-2013 and have led to revised figures for other years compared to previous reports.

[17] The $4 million benchmark has been established as an annual target, recognizing that grant opportunities fluctuate annually.

[18][31] The college ensures that it maintains a 3 month (25% annual) reserve to ensure a stable fiscal environment. This meets generally accepted business practices. While the college has been above 25% for the past four years, exact figures are still being calculated as this is a new measure.

[32] This benchmark recognizes a target appropriation set annually growth target for total scholarship dollars awarded for each year. The current goal is a 3% annual increase and is established by the College of Southern Idaho Foundation.

[33] This measure is under development as is set to be established by FY19.

March 15, 2018
NIST Cybersecurity Framework and Critical Security Controls 1-5 Adoption

Since December 2015, the College of Southern Idaho (CSI) has incrementally aligned itself to industry best practices by adopting ITIL principles including IT Service Management as its primary operational framework. This approach has resulted in greater stability with production systems and services across the institution. This approach has also enabled CSI to proactively address capability gaps with cybersecurity planning, prevention, and intervention efforts.

In support of Idaho Governor's Executive Order 2017-02, CSI has taken aggressive steps to ensure compliance with the first five cybersecurity controls published by the Center for Internet Security (CIS) referenced in the order. Although the Executive Order only references Controls 1-5, CSI intends on continuing efforts to implement capabilities spanning all 20 CIS Controls.

Progress has been greatly hindered by noticeable technical staffing shortages, gaps in digital security competency, and insufficient funding. The previous legislative cycle included line item funding requests to assist CSI's efforts to fill these gaps. Because the legislative request was not funded, CSI will not achieve full compliance with the first 5 CIS Controls by July 1, 2018.

CSI remains unwavering in its commitment to achieve a realistic level of compliance with the first 5 CIS Controls and developing capabilities across the remaining 15 CIS Controls as opportunity arises. CSI participates in regular planning and strategy meetings with all of Idaho's public higher education institutions with specific focus on cybersecurity readiness. The collective of those involved in these activities provide opportunities to share knowledge and best practices about cybersecurity and ways we can support each other to improve protections for all public higher education institutions across the state of Idaho.

Progress to Date:

- Launched Incident Management program December 2015.
- Launched Change Management program March 2016.
- Launched Contract Management program July 2016.
- Launched ERP Governance Council with oversight of operational maturity and data integrity January 2017.
- Launched formal Patch Management program for all managed devices May 2017.
- Completed EDUCAUSE Security Maturity Framework Self-Assessment June 2017.
- Completed current profile assessment for CIS Critical Controls 1-5 November 2017.
- Completed current profile assessment for CIS Controls 6-20 January 2018.
- Provided formal in-person presentation to President's Cabinet about compliance status March 2018.

Planned Activities thru FY2019:

Some CIS controls outlined below are implemented, partially or fully, but are noted to validate the implementation of the controls. Items that are not implemented yet require additional review as to their feasibility based upon available funding, implications to the enterprise architecture, disruption to business operations and processes, and capability relevance.

- CIS 1.1: Implement automated asset discovery tool for all managed client-server devices.
- CIS 1.2: Implement trusted device validation services on wired and wireless networks.
- CIS 1.3: Implement DHCP server logging.
- CIS 1.4: Implement asset management system.
- CIS 1.5: Explore feasibility for network-level authentication for 802.1x networks.
- CIS 1.6: Explore feasibility for client certificates to managed devices.
- CIS 2.1: Explore feasibility for device-specific application inventory.
- CIS 2.2: Explore feasibility for application whitelisting.
- CIS 2.3: Implement enterprise software inventory for all operating systems.
- CIS 2.4: Implement virtualization for high-risk applications.
- CIS 3.1: Implement infrastructure for configuration management.
- CIS 3.2: Implement infrastructure for "gold" image management.
- CIS 3.3: Implement library for image management.
- CIS 3.4: Implement remote administration using secure channels.
- CIS 3.5: Explore feasibility for file integrity checks/scans.
- CIS 3.6: Implement automated system configuration settings.
- CIS 4.1: Explore feasibility for vulnerability scanning.
- CIS 4.2: Explore feasibility for event log comparison to vulnerability scanning results.
- CIS 4.3: Explore feasibility for vulnerability scans in authenticated mode.
- CIS 4.4: Explore feasibility for vulnerability intelligence services.
- CIS 4.5: Implement automated patch management.
- CIS 4.6: Explore feasibility for log monitoring services for administrator activities.
- CIS 4.7: Explore feasibility for historical analytics of vulnerability scans.
- CIS 5.1: Explore feasibility for administrator access controls.
- CIS 5.2: Implement inventory of administrator accounts and personnel access.
- CIS 5.3: Implement password management protocols.
- CIS 5.4: Implement administrator account alerting system.
- CIS 5.5: Explore feasibility for alerting system that monitors failed logon attempts.
- CIS 5.6: Explore feasibility for multi-factor authentication of administrator accounts.
- CIS 5.7: Explore feasibility for 14-character password policies.
- CIS 5.8: Explore feasibility for dual-account access for system administrators.
- CIS 5.9: Explore feasibility for dedicated system for administrator tasks.

Updated March, 2018

College of Western Idaho
Strategic Plan 2019 – 2023

STATUTORY AUTHORITY

This plan has been developed in accordance with Northwest Commission on Colleges and Universities (NWCCU) and Idaho State Board of Education standards. The statutory authority and the enumerated general powers and duties of the Board of Trustees of a junior (community) college district are established in Sections 33-2101, 33-2103 to 33-2115, Idaho Code.

MISSION STATEMENT
The College of Western Idaho expands learning and life opportunities, encourages individual advancement, contributes to Idaho's economic growth, strengthens community prosperity, and develops leaders.

VISION STATEMENT
By 2040, the College of Western Idaho will be a best-in-class, comprehensive community college that will influence individual advancement and the intellectual and economic prosperity of Western Idaho. By providing a broad range of highly accessible learning opportunities, this Vision will be realized through the College's Presence, Practice, and Impact.

GOAL 1: Advance Student Success
CWI values its students and is committed to supporting their success in reaching their educational and career goals.

Objective A: Improving Student Retention, Persistence, and Completion

Performance Measures:

I.   *Increase percent of credit students who persist from term to term*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
69%	68%	67%	68%	>=71%

Benchmark: *Term to term persistence rates will meet or exceed 71% by 2022. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

II. Number of degrees/certificates produced annually (IPEDS Completions)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Degrees				
895	895	996	979	>=1,000
Certificates of at least 1 year				
110	191	229	240	>=300

Benchmark (state-wide performance measure): *Number of degrees produced annually (IPEDS completions) will meet or exceed 1,000 degrees by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Benchmark (state-wide performance measure): *Number of certificates of at least one year produced annually (IPEDS completions) will be meet or exceed 300 certificates by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

III. Number of unduplicated graduates (IPEDS Completions)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Degrees				
822	824	910	893	>=975
Certificates of at least 1 year				
95	161	226	240	>=275

Benchmark (state-wide performance measure): *Number of unduplicated graduates with degrees (IPEDS completions) will be greater than or equal to 975 by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Benchmark (state-wide performance measure): *Number of unduplicated graduates with certificates of at least one year (IPEDS completions) will be greater than or equal to 275 by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

IV. Percentage of students completing 30 or more credits per academic year

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
15%	18%	18%	20%	>=22%

Benchmark (state-wide performance measure): *Percentage of students completing 30 or more credits per academic year will meet or exceed 22% by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

V. Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Fall Cohort 2010 10%	Fall Cohort 2011 9%	Fall Cohort 2012 11%	Fall Cohort 2013 13%	>=16%

Benchmark (state-wide performance measure): *Percentage of first-time, full-time degree/certificate seeking students who graduate within 150% of time (IPEDS Graduation Rates) will meet or exceed 16% by 2023. The benchmark was established based on past years' performance and*

with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).

VI. *Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates)*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
Fall Cohort 2010 **4%**	**Fall Cohort 2011** **3%**	**Fall Cohort 2012** **6%**	**Fall Cohort 2013** **3%**	**>=5%**

Benchmark (state-wide performance measure): *Percentage of first-time, full-time degree/certificate seeking students who graduate within 100% of time (IPEDS Graduation Rates) will meet or exceed 5% by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Objective B: Developing Effective Educational Pathways

Performance Measures:

I. *Increase percent of CWI Dual Credit students who transition to CWI programs within one year of high school graduation.*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
12%	**13%**	**13%**	**Not yet available**	**1% annual increase**

Benchmark: *Increase the number of Dual Credit students who transition to CWI programs within one year of graduation by 1% annually. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

II. *Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
English: 65% **Math: 63%**	**English: 97%** **Math: 54%**	**English: 96%** **Math: 40%**	**English: 98%** **Math: 54%**	**English: 100%** **Math: >=65%**

Benchmark (state-wide performance measure): *Percentage of degree seeking students taking a remedial course who complete a subsequent credit bearing course with a C or higher within one year of remedial enrollment will be 100% for English and will meet or exceed 65% for Math by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

III. *Percentage of first time degree seeking students completing a gateway math course within two years of enrollment*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
27%	**28%**	**28%**	**22%**	**>=25%**

Benchmark (state-wide performance measure): *Percentage of first time degree seeking students completing a gateway math course within two years of enrollment will meet or exceed 25% by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

IV.   Percentage of programs offering structured schedules.

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
100%	100%	100%	100%	100%

Benchmark (state-wide performance measure): *Percentage of programs offering structured schedules will be 100% by 2023. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Objective C: Developing Effective Educational and Career Pathways and Transfer Opportunities

I.   Increase percentage of students completing transfer programs who enroll at a four-year institution within one year of completion

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
53%	53%	52%	Not yet available	>=60%

Benchmark: *Increase transfer of General Education Academic Certificate (GEAC), AA and AS completers to four-year institutions to meet or exceed 60% by 2022 (based on highest level of completion). The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

GOAL 2: Promote and Invest in the Development of Quality Instruction
CWI will provide the highest quality instructional programs, which help learners achieve their goals and that also help the community and region to prosper.

Objective A: Advancing Innovative Programming and Strategies.

Performance Measures:

I.   Increase success rates for students who enter CWI underprepared

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
English				
NA	NA	Fall: 70% Spring: 68% Summer: 77%	Fall: 65%	>=80%

Benchmark (English): *By 2022, 80% or more of students who enter the English pipeline through English-plus co-requisite model successfully pass ENGL 101. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

GOAL 3: Ensure Operational Stability and Compliance

Objective A: Attracting and Retaining Appropriate Staffing Resources

I.   Increase number of programs that have full-time faculty at the sustainable/qualify target level by 2022

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
85%	85%	85%	85%	100%

Benchmark: *CWI will achieve 100% of disciplines at the sustainable target level by 2022. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Objective B: Adopt and Implement the National Institute of Standards and Technology (NIST) Cybersecurity Framework.

Performance Measures:

I. *Foster better risk and cybersecurity management communications and decision making with both internal and external stakeholders.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
NA	NA	NA	In progress	Full Implementation

Benchmark (state-wide performance measure): *Adopt NIST standards by June 30, 2018 and complete IT Annual Work Plan implementation by FY18. The benchmark was established based on past years' performance and with the intent of being a stretch goal that is specific, measurable, attainable, relevant, and time-bound (SMART).*

Key External Factors
There are a number of key external factors that can have significant impact on our ability to fulfill our mission and institutional priorities in the years to come. Some of these include:

- *Continued revenue. Over a quarter of CWI's revenue comes from State of Idaho provided funds (general fund, CTE, etc.). Achieving parity with the state's other community colleges is a stated objective within our strategic plan. Ongoing state funding is vital to the continued success of CWI.*
- *Enrollment. CWI is actively engaged in recruiting and retention efforts in all areas of student enrollment. With nearly 50% of revenue generated by active enrollments, it is critical that CWI reach out in meaningful ways to its service area to support ongoing learning opportunities for the community and maintain fiscal stability for the college.*
- *Economy. Recent years have shown that the state and national economy have significant impacts on enrollment in higher education.*

Evaluation Process
The College of Western Idaho recently developed its Comprehensive Strategic Plan for 2018-2022 and created associated performance metrics and benchmarks. Evaluations are initiated at regular intervals, the scope and timing of which are determined by the lifecycle of the necessary processes and the impact to our students and institution. Where processes are maintained in a database, regular and recurring reports are leveraged to evaluate against stated standards. Where a more qualitative evaluation is employed, surveys or manual audits are performed to gauge delivery and performance.
When improvements are determined to be necessary, scope and impact to the student or business processes are then evaluated, desired outcomes are determined and a stated goal is formulated and then

measured against existing goals or strategies to determine if it can be incorporated into existing structure or would be stand alone in nature. Once a new goal is incorporated, an evaluative process will be created, benchmarking will be established and recurring evaluations made.

4/12/2018

North Idaho College

FY 2019-2023
Strategic Plan

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

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

GOAL 1: STUDENT SUCCESS
A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life.

Goal 1, Objective A: Provide innovative, progressive, and student-centered programs and services.
Performance Measures
I. Percentage of first-time and new transfer-in students who were awarded a degree or certificate, transferred, or are still enrolled, within six years as defined by VFA. *Source: Voluntary Framework of Accountability (VFA).*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	Benchmark
68.1% (Fall 07 Credential-Seeking Cohort thru summer 13)	65.7% (Fall 08 Credential-Seeking Cohort thru summer 14)	64.5% (Fall 09 Credential-Seeking Cohort thru summer 15)	65.8% (Fall 10 Credential-Seeking Cohort thru summer 16)	70%

Benchmark: 70% [1] (by 2023)

II. Percentage of NIC Dual Credit students that matriculate at NIC within three years after enrolling as a new NIC Dual Credit Student. *Source: NIC Trends.*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	Benchmark
Data not available	34.7% (131/377) Fall 12 Cohort	34.7% (132/380) Fall 13 Cohort	29.1% (125/429) Fall 14 Cohort	35%

Benchmark: 35% [2] (by 2023)

III. Percentage of NIC Dual Credit students that matriculate at other institutions within three years after enrolling as a new NIC Dual Credit Student. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Data not available	43.8% (165/377) Fall 12 Cohort	45.0% (171/380) Fall 13 Cohort	49.2% (211/429) Fall 14 Cohort	55%

Benchmark: 55% [3] (by 2023)

IV. Total number of certificates/degrees produced, broken out by a) certificates of at least one academic year and b) associate degrees. *New Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
a) 269 Awards b) 689 Awards	a) 251 Awards b) 676 Awards	a) 306 Awards b) 746 Awards	a) 473 Awards b) 690 Awards	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development [4]

V. Number of unduplicated graduates, broken out by a) certificates of at least one academic year and b) associate degrees. *New Statewide Performance Measure. Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
a) 251 Graduates b) 679 Graduates	a) 232 Graduates b) 664 Graduates	a) 288 Graduates b) 731 Graduates	a) 450 Graduates b) 674 Graduates	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development [5]

Goal 1, Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.

Performance Measures

I. Percentage of CTE Concentrators who achieved positive placement or transition in the second quarter after leaving postsecondary education. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
97% (239/246)	92% (114/154)	93% (198/212)	Data not yet available	90%

Benchmark: 90% [6] (by 2021)

II. Percentage of non-remedial courses (duplicated student headcount) completed in the fall term with a C or better. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
74.8% (14,973/20,025) Fall 13	74.2% (13,893/18,731) Fall 14	76.6% (13,429/17,537) Fall 15	78.5% (12,978/16,536) Fall 16	82%

Benchmark: 82% [7] (by 2023)

<u>Goal 1, Objective C: Promote programs and services to enhance access and successful student transitions.</u>

Performance Measures

I. Persistence Rate - Full-time, first-time and new transfer in students who persist to spring or receive an award that first fall as a percentage of that population. *Source: NIC Trends.*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	Benchmark
83.5% (792/948) Fall 13 to Spr 14	84.4% (708/839) Fall 14 to Spr 15	80.9% (648/801) Fall 15 to Spr 16	83.5% (631/756) Fall 16 to Spr 17	84%

Benchmark: 84% [8] (by 2021)

II. Retention Rate – Full time, first-time, degree seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	Benchmark
55% (418/754) Fall 13 cohort NIC Rank 33%	58% (377/655) Fall 14 cohort NIC Rank 55%	52% (323/625) Fall 15 cohort NIC Rank 17%	59.6% (352/591) Fall 16 cohort Rank not available	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions [9] (by 2021)

III. Retention Rate – Part-time, first-time, degree seeking student retention rates as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	Benchmark
35% (102/295) Fall 13 cohort NIC Rank 29%	39% (112/289) Fall 14 cohort NIC Rank 58%	33% (98/296) Fall 15 cohort NIC Rank 33%	43.2% (117/271) Fall 16 cohort Rank not yet available	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions [10] (by 2021)

IV. Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting. *New Statewide Performance Measure. Source: NIC Trends.*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	Benchmark
9.0% (575/6374)	7.7% (455/5871)	8.3% (454/5483)	7.8% (429/5042)	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development [11]

IV.V. Percent of first-time, full-time, freshmen graduating within 150% of time. *New Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	Benchmark
19% (171/877) Fall 11 Cohort NIC Rank 38%	22% (187/832) Fall 12 Cohort NIC Rank 38%	25% (185/752) Fall 13 Cohort NIC Rank 50%	23% (151/653) Fall 14 Cohort Rank not yet available	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions [12] (by 2023)

~~V.~~VI. Percent of first-time, full-time freshmen graduating within 100% of time. *New Statewide Performance Measure. Source: Integrated Postsecondary Education Data System (IPEDS).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
12% (104/877) Fall 11 Cohort	16% (130/832) Fall 12 Cohort	16% (119/752) Fall 13 Cohort	15% (97/653) Fall 14 Cohort	Rank of 60% against IPEDS comparator institutions
NIC Rank 41%	NIC Rank 47%	NIC Rank 50%	Rank not yet available	

Benchmark: Rank of 60% against IPEDS comparator institutions [13] (by 2023)

GOAL 2: EDUCATIONAL EXCELLENCE
High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes

Goal 2, Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.
Performance Measures
I. Market Penetration - Unduplicated headcount of credit students as a percentage of NIC's total service area population. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
3.6% (7,772/217,551)	3.3% (7,368/221,398)	3.2% (7,103/225,007)	3.0% (6,928/230,072)	3.6%

Benchmark: 3.6% [14] (by 2023)

II. Market Penetration - Unduplicated headcount of non-credit students as a percentage of NIC's total service area population. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
2.2% (4,807/217,551)	2.1% (4,625/221,398)	2.2% (4,989/225,007)	2.1% (4,878/230,072)	3.0%

Benchmark: 3.0% [15] (by 2023)

III. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher. *New Statewide Performance Measure. Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
26.8% (297/1110)	23.1% (200/864)	37.8% (289/764)	44.1% (295/669)	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development [16]

IV. Percent of new degree-seeking freshmen completing a gateway math course within two years. *New Statewide Performance Measure. Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
22.2% (233/1049) Fall 13	26.2% (247/944) Fall 14	26.0% (239/921) Fall 15	Data not yet available	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development [17]

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

Performance Measures

I. Percentage of instructional programs that describe changes/improvements to programs as a result of the Program Review process. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			New	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development [18]

II. Student perceptions of Student-Faculty Interactions. *Source: Community College Survey of Student Engagement (CCSSE).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
51.9 Spring 14 Top Schools 58.6	51.6 Spring 15 Top Schools 58.9	Survey now administered on a two-year rotation; no data available	51.0 Spring 17 Top Schools 58.5	53.0

Benchmark: 53.0 (by 2021) [19]

III. Student Perceptions of Support for Learners. *Source: Community College Survey of Student Engagement (CCSSE).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
44.9 Spring 14 Top Schools 59.6	44.6 Spring 15 Top Schools 59.8	Survey now administered on a two-year rotation; no data available	44.2 Spring 17 Top Schools 58.4	46.0

Benchmark: 46.0 [20] (by 2021)

Goal 2, Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.

Performance Measures

I. Percentage of Student Learning Outcomes Assessment (SLOA) goals met over 3-year plan. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
72%	Not assessed, resources allocated to another initiative	81%	81%	80%

Benchmark: At least 80% of SLOA goals are consistently progressing or met [21] (by 2023)

II. Full-time to Part-time faculty ratio. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
0.8:1.0 164 FT & 204 PT	0.8:1.0 163 FT & 194 PT	0.8:1.0 161 FT & 207 PT	0.8:1.0 156 FT & 208 PT	0.8:1.0

Benchmark: no less than 0.8:1.0 [22] (by 2023)

III. Number of programs offering structured schedules. *New Statewide Performance Measure. Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
100%	100%	100%	100%	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development [23]

Goal 2, Objective D: Recognize and expand faculty and staff scholarship through professional development.

Performance Measures

I. Professional Development resources are disbursed through a competitive and peer-reviewed process annually. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Data not available	$141,091	$113,822	$132,436	Maintain or increase funding levels

Benchmark: Maintain or increase funding levels [24] (by 2022)

GOAL 3: COMMUNITY ENGAGEMENT

Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs

Goal 3, Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.

Performance Measures

I.   Percentage of student evaluations of community education courses with a satisfaction rating of above average. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
93% (186/200)	94% (237/250)	98% (253/256)	98% (313/320)	85% benchmark has been met, new benchmark is currently under development

Benchmark: 85% benchmark has been met, new benchmark is currently under development [25]

Goal 3, Objective B: Demonstrate commitment to the economic/business development of the region.

Performance Measures:

I.   Licensure Pass Rates. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
81%	98%	99%	99%	85%

Benchmark: Maintain at 85% or above [26] (by 2023)

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

Performance Measures

I.   Annual number and percentage increase of Dual Credit annual credit hours in the high schools. *Source: State Board of Education Dual Credit Report.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
2,399 (+18.29%)	2,969 (+23.76%)	3,639 (+22.57%)	3,828 (+5.19%)	Increase by 5% annually

Benchmark: Increase by 5% annually [27] (by 2023)

II. Dual Credit annual credit hours as percentage of total credits. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
9,884 credits (8% of total)	9,922 credits (9% of total)	12,213 credits (11% of total)	13,481 credits (13% of total)	14%

Benchmark: 14% [28] (by 2023)

III. Dual Credit unduplicated Annual Headcount and percentage of total. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
921 (12% of total)	993 (13% of total)	1,165 (16% of total)	1,377 (20% of total)	18%

Benchmark: 18% [29] (by 2023)

Goal 3, Objective D: Enhance community access to college.
Performance Measures
I.   Distance Learning proportion of credit hours. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
14,183 credits (25.1% of total) Fall 14	12,738 credits (24.3% of total) Fall 15	11,971 credits (23.9% of total) Fall 16	11,791 credits (24.1% of total) Fall 17	25% of total student credit hours

Benchmark: 25% of total student credit hours is achieved [30] (by 2023)

GOAL 4: DIVERSITY

A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency

Goal 4, Objective A: Foster a culture of inclusion.
Performance Measures
I.   Percentage of students enrolled from diverse populations. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
80.9% White 9.5% Other 9.6% Unknown	80.1% White 14.2% Other 5.7% Unknown	78.2% White 10.6% Other 11.2% Unknown	77.9% White 11.2% Other 10.9% Unknown	Maintain a diverse, or more diverse population than the population within NIC's service region

Benchmark: Maintain a diverse, or more diverse population than the population within NIC's service region [31] (by 2023)

II. Students surveyed perceive NIC provides an inclusive, respectful and safe environment. *Source: Community College Survey of Student Engagement (CCSSE).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			Question developed in 2018; 2019 next survey round	New measure; benchmark currently under development

Benchmark: New measure; benchmark currently under development [32] (by 2023)

Goal 4, Objective B: Promote a safe and respectful environment.
Performance Measures
I.   Percentage of students surveyed that perceive NIC encourages contact among students from different economic, social, and racial or ethnic backgrounds. S*ource: Community College Survey of Student Engagement (CCSSE).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
37.7% Spring 14 National Average 52.9%	39.6% Spring 15 National Average 53.5%	Survey now being administered on a two-year rotation; no data available for Spring 16	38.6% Spring 17 National Average 55.1%	Increase by 2% annually until the national average is met or exceeded

Benchmark: Increase by 2% annually until the national average is met or exceeded [33] (by 2023)

Goal 4, Objective C: Develop culturally competent faculty, staff and students.

Performance Measures

I. Number of degree seeking students who meet the proficiency outcomes for identified GEM 5 and GEM 6 diversity competencies. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			New	Proficiency outcomes will be defined by spring 2020

Benchmark: Proficiency outcomes will be defined by spring 2020 [34]

GOAL 5: STEWARDSHIP

Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources

Goal 5, Objective A: Exhibit trustworthy stewardship of resources.

Performance Measures

I. Tuition revenue as a percentage of total revenue. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Data not available	30.0%	29.1%	26.6%	Total tuition revenue not to exceed 37.5% of revenue

Benchmark: Total tuition revenue not to exceed 37.5% of revenue [35] (by 2023)

II. Tuition and Fees and IPEDS rank for full-time, first-time, in-district students (full academic year) based on IPEDS definitions. *Source: Integrated Postsecondary Education Data System (IPEDS).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
$2,974 NIC Rank 72.7%	$3,022 NIC Rank 72.7%	$3,214 NIC Rank 72.7%	$3,288 NIC Rank 72.7%	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions [36] (by 2021)

III. Graduates per $100k – Graduates per $100,000 of education and related spending by institutions as defined by IPEDS. *Source: Integrated Postsecondary Education Data System (IPEDS).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
2.04 (930 Grads) NIC Rank 41%	2.06 (898 Grads) NIC Rank 32%	2.07 (969 Grads) NIC Rank 46%	IPEDS financials not yet available Rank not yet available	Rank of 60% against IPEDS comparator institutions

Benchmark: Rank of 60% against IPEDS comparator institutions [37] (by 2023)

IV. Auxiliary Services generates sufficient revenue to cover direct costs of operations. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
Data not available	$196,663 Net revenue	$174,795 Net revenue	$195,039 Net revenue	Annual direct costs maintained

Benchmark: Annual direct costs maintained [38] (by 2023)

Goal 5, Objective B: Demonstrate commitment to an inclusive and integrated planning environment.
This objective is currently under review.

Goal 5, Objective C: Explore, adopt, and promote initiatives that help sustain the environment.
Performance Measures
   I.   Energy consumption per gross square foot as determined by gas/electric costs. *Source: NIC Trends.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
		Prior method is not comparable, no data available.	$0.98 per gross square foot $702,624/719,173 square feet	Benchmark will be defined after 3 years of data is gathered

Benchmark: Benchmark will be defined after three years of data is gathered [39] (by 2021)

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

EVALUATION PROCESS
   • Details of implementation
       o The Director of Institutional Effectiveness leads a variety of sub-groups at the college in an annual review and revision of the strategic plan. The strategic plan is organized to align with North Idaho College's core values. Together the core values and the strategic plan guide NIC to mission fulfillment.
   • Status of goals and objectives
       o North Idaho College's goals for the strategic plan are also the college's core values. The objectives to meet the goals are reviewed with the data collected to determine if benchmarks have been met. The review process often leads to the following questions:
           ▪ Is the data we are collecting providing information related to goal attainment?
           ▪ Is additional data needed to better understand goal attainment?
           ▪ Do the objectives need revision to reach goal attainment?
       o There were no substantial changes made to the goals and objectives in the past academic year.

Footnotes

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[1] Benchmark is based on comparator institutions from the Voluntary Framework of Accountability (VFA). Numbers for those comparator institutions range between 64% and 67%. This measure is based on a six-year cohort, so initiatives targeted at completion may take longer to appear. This data reflects the credential-seeking cohort, which is determined by course taking behavior - students who earned a minimum of 12 semester credit hours by the end of their second year. [CCM 187]

[2] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. [CCM 201]

[3] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. National Student Clearinghouse results were used to calculate these numbers. Other Institutions excludes NIC. [CCM 202]

[4] New measure; benchmark currently under development. Total awards by award level. Does not include certificates of less than one year. [CCM 193]

[5] New measure; benchmark currently under development. Unduplicated graduates by award level. Does not include certificates of less than one year. [CCM 194]

[6] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Job related placement = military, related to training, not related to training, or pursuing additional education. Percentages are calculated on respondents only. [CCM 177]

[7] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. This measure represents the number of students (duplicated headcount) who completed non-remedial courses with a C or better (or P or S). Denominator is the duplicated count of students enrolled in non-remedial courses at the end of term. Does not include labs, incompletes, or audits. [CCM 108]

[8] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 155]

[9] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. This cohort represents a small percentage of NIC's total credit student population. [CCM 025]

[10] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. This cohort represents a small percentage of NIC's total credit student population. [CCM 026]

[11] New measure; benchmark currently under development. Excludes non-degree seeking, Dual Credit, and 100% audits. Includes registered credits and credits awarded through placement tests; Summer/Fall/Spring. [CCM 195]

[12] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. [CCM 196]

[13] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. [CCM 199]

[14] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Service Area population numbers are based on United States Census Bureau estimates. [CCM 037]

[15] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Service Area population numbers are based on United States Census Bureau estimates. [CCM 038]

16 New measure; benchmark currently under development. [CCM 197]

17 New measure; benchmark currently under development. Fall cohort, first-time degree-seeking, full and part time (IPEDS). Gateway courses include MATH 123, 130, 143, 157, and 253. [CCM 198]

18 New measure; benchmark currently under development. Results from AY17 will be reviewed fall 2018.
 [CCM 189]

19 Benchmark is set based on top schools combined with desired level of achievement. CCSSE has grouped six conceptually related survey items for Student-Faculty Interaction. Answers are rated on a scale of 1=Never, 2=Sometimes, 3=Often, 4=Very Often. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation. [CCM 162]

20 Benchmark is set based on top schools combined with desired level of achievement. CCSSE has grouped seven conceptually related survey items for Support for Learners. Answers are rated on a scale of 1=Very little, 2=Some , 3=Quite a bit , 4=Very much OR 0=Never , 1=1 time , 2=2 – 4 times , 3=5 or more times. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation. [CCM 165]

21 Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Each action for the goals is rated on a scale of 1 to 3: 3 = Action Met, 2 = Consistently Progressing, or 1 = Not Attempted. N/A = future timeline for the goal. The mean score of all actions is calculated and the percentage is used to evaluate this measure. The goals are evaluated annually. [CCM 114]

22 Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Slight change was made in methodology starting in 2016. Counts now include all active employees. Prior years reflected active employees who were paid within the fiscal year. [CCM 029]

23 New measure; benchmark currently under development. NIC has indicated 100% compliance based on discussions with other Idaho institutions. [CCM 200]

24 Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Actual dollars spent on professional development. [CCM 115]

25 Benchmark has been met, new benchmark is currently under development. [CCM 054]

26 Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Benchmark is set at 85% because of the variability over the years. Percentages shown reflect the average pass rate of all programs. Programs may vary year to year. FY17 includes Medical Assistant, Pharmacy Technology, Physical Therapist Assistant, Practical Nursing, Registered Nursing, Law Enforcement, and Radiography Technology.
 [CCM 091]

27 Benchmark is set based on an analysis of historical trends and efforts related to future growth. NIC continued to see explosive growth in dual credit in the high schools through FY16 and has leveled off for FY17. Benchmark to increase by 5% annually will remain in place. [CCM 020]

28 Benchmark is set based on an analysis of historical trends and efforts related to future growth. [CCM 019]

29 Benchmark is set based on an analysis of historical trends and efforts related to future growth. [CCM 017]

30 Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Data reflects the number of Distance Learning student credit hours out of number of both non-distance and distance student credit hours, end-of-term. Distance Learning is defined by Instructional Methods, including Internet, Blackboard Live, Hybrid, and IVC-receiving sites. [CCM 015]

[31] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. NIC Service Region comparison = 90.2% White, 7.8% Other, and 2.0% Unknown. Source = U.S. Census Bureau Quick Facts, July 2016. [CCM 105]

[32] New measure; benchmark currently under development. Data will represent one custom survey question. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation. [CCM 123]

[33] Benchmark is based on national comparators combined with the desired level of achievement. Represents the percentage of students who answered "quite a bit" or "very much" to one individual survey question. The Community College Survey of Student Engagement (CCSSE) is a survey administered to community college students across the nation. [CCM 106]

[34] Benchmark will be established through analysis of 2018 and 2019 data. GEM = General Education Requirements. GEM 5 = Humanistic & Artistic Ways of Knowing; GEM 6 = Social & Behavioral Ways of Knowing. [CCM 174]

[35] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 172]

[36] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. NIC consistently ranks above 60% against those comparator institutions. [CCM 130]

[37] Benchmark is set based on IPEDS data from comparator institutions combined with the desired level of achievement. Cost includes Instruction, Academic Support, Student Services, Institutional Support, and Other Expenses/Deductions (as reported to IPEDS). Graduates count is unduplicated. Includes all degrees/certificates as reported to IPEDS, including those certificates of less than one year. [CCM 159]

[38] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. Auxiliary Services continues to generate funds to cover expenses producing positive net income through the activities of its operational units. Stewardship is displayed by leveraging resources to contribute to the economic viability of NIC. Conference & Events (Schuler Performing Arts Center) has historically received General fund support due to its service related to instruction programs. The Student Wellness & Recreation Center is funded by student fees and building revenues. Auxiliary Services Operating Units include: Bookstore, Dining Services, Residence Hall, Student Union Operations, Cardinal Card Office, Financial Services, Parking Services, Conference & Events, and the Student Wellness & Recreation Center. [CCM 170]

[39] Benchmark is set based on an analysis of historical trends combined with the desired level of achievement. [CCM 192]

Appendix 1

Institution/Agency Goals and Objectives	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	Goal 2: EDUCATIONAL ATTAINMENT	Goal 3: WORKFORCE READINESS
GOAL 1: STUDENT SUCCESS: A vibrant, lifelong learning environment that engages students as partners in achieving educational goals to enhance their quality of life			
Objective A: Provide innovative, progressive, and student-centered programs and services.	✓	✓	
Objective B: Engage and empower students to take personal responsibility and to actively participate in their educational experience.		✓	✓
Objective C: Promote programs and services to enhance access and successful student transitions.		✓	
GOAL 2: EDUCATIONAL EXCELLENCE: High academic standards, passionate and skillful instruction, professional development, and innovative programming while continuously improving all services and outcomes			
Objective A: Evaluate, create and adapt programs that respond to the educational and training needs of the region.		✓	✓
Objective B: Engage students in critical and creative thinking through disciplinary and interdisciplinary teaching and learning.	✓		✓
Objective C: Strengthen institutional effectiveness, teaching excellence and student learning through challenging and relevant course content, and continuous assessment and improvement.	✓	✓	
Objective D: Recognize and expand faculty and staff scholarship through professional development.	✓		
GOAL 3: COMMUNITY ENGAGEMENT -Collaborative partnerships with businesses, organizations, community members, and educational institutions to identify and address changing educational needs			

Objective A: Advance and nurture relationships throughout our service region to enhance the lives of the citizens and students we serve.			✔
Objective B: Demonstrate commitment to the economic/business development of the region.			✔
Objective C: Promote North Idaho College in the communities we serve.		✔	
Objective D: Enhance community access to college.		✔	
GOAL 4: DIVERSITY - A learning environment that celebrates the uniqueness of all individuals and encourages cultural competency			
Objective A: Foster a culture of inclusion.	✔		
Objective B: Promote a safe and respectful environment.	✔		
Objective C: Develop culturally competent faculty, staff and students.			
GOAL 5: STEWARDSHIP - Economic and environmental sustainability through leadership, awareness, and responsiveness to changing community resources			
Objective A: Exhibit trustworthy stewardship of resources.		✔	
Objective B: Demonstrate commitment to an inclusive and integrated planning environment.	✔		
Objective C: Explore, adopt, and promote initiatives that help sustain the environment.			

Appendix 2

NIST Cybersecurity Framework Adoption Progress

North Idaho College has adopted the National Institute of Standards and Technology (NIST) Framework and is currently aligning security practices to the framework and subcategories.

CSC Controls Progress

Control	Progress	Expected Substantial Completion	Exceptions	Notes
CSC 1: Inventory of Authorized and Unauthorized Devices	Partially Complete	August 2018	802.1x certificates for all devices	Currently implemented on all lab machines. Licensing required to deploy to all endpoints. Internal budget request for FY19.
CSC 2: Inventory of Authorized and Unauthorized Software	Partially Complete	August 2018	Software Whitelisting	Currently implemented on all lab machines. Licensing required to deploy to all endpoints. Internal budget request for FY19.
CSC 3: Secure Configurations for Hardware and Software	Mostly Complete	August 2018	File integrity checking tools	Currently done as best practices. Continue to align to NIST framework and document practices for standardization.
CSC 4: Continuous Vulnerability Assessment and Remediation Control Description	Currently Implementing	June 2018	Scope of scanning limited to server core.	Tool acquired and implementing now.
CSC 5: Controlled Use of Administrative Privileges	Currently Implementing	June 2018	Scope of control limited to server core and network admin privileges.	Tool acquired and implementing now to control administrative privilege and access.

Strategic Plan

FY2019-FY2024

STRATEGIC PLAN

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

VISION STATEMENT
The vision of Idaho Career & Technical Education is to be:
1. A premiere educational opportunity for students and adults to gain relevant workforce and leadership skills in an applied setting;
2. A gateway to meaningful careers and additional educational opportunities; and
3. A strong talent pipeline that meets Idaho business workforce needs.

GOAL 1
EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

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

Performance Measures:
I.   ***The overall satisfaction levels of administrators and instructors with the support and assistance provided by CTE.***
     Baseline data/Actuals: Initial Survey 2016

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		3.27		Improvement

   Benchmark: Annual improvement in satisfaction levels, as listed in Appendix 1.[1]

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

Performance Measures:
I.   ***Full implementation of Career & Technical Education Management System (C-TEMS).***
     Baseline data/Actuals: 2009 - C-TEMS development began

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		~~System Launch~~	System Launch	Analyze System Data

   Benchmark: By FY201~~8~~9, begin analyzing system data.[2]

II.   ~~Incorporation of CTE postsecondary teacher certifications into the secondary database system to increase automation, accuracy, and standardization.~~
~~**Baseline data/Actuals:**~~ ~~FY2017 -- All postsecondary certifications awarded after 2012 have been loaded into SDE database.~~

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		All postsecondary certifications awarded after 2012 have been loaded into SDE database.		Transfer 100% of archived postsecondary certifications

Benchmark: Transfer 100% of archived information by FY2018.[3]

III.   *Using a desk audit function, the percent of secondary programs reviewed for quality and performance on an annual basis.*
Baseline data/Actuals: FY2017 Actual -- Test data collected for each data element

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		Launch	100%	100%

Benchmark: All **pathway** programs are subject to a**n annual** desk audit ~~by FY2018~~.[4]

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

Performance Measures:

I.   *A secondary program assessment model that clearly identifies the elements of a quality program.*
Baseline data/Actuals: FY2017: Develop a plan for program assessment.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		Plan development, including data elements	**Identified preliminary measures and secured ongoing funding**	Identify ~~funding strategies~~**comprehensive measures**

Benchmark: Identify long-term strategies to **comprehensively assess** ~~increase funding for~~ high quality secondary CTE programs by FY20**20**~~18~~.[5]

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

Performance Measures:

I.   ~~Number of qualified teachers in every program; percent of all employed teachers in secondary/postsecondary CTE programs who meet the appropriate endorsement~~

~~standards~~
Baseline data/Actuals: FY2017 Actual -- 17 teachers held alternative authorizations

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)		Benchmark
				100

Benchmark: 100% of teachers meet the appropriate endorsement standards by FY2018.[6]

Objective ~~D~~A**:** *Create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements.*

Performance Measures:

I. *Secondary student pass rate for Technical Skill Assessment (TSA).*
   Baseline data/Actuals: Baseline FY15 – 71.7

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
71.7	72.4	78.7		~~75.8~~67.0

   Benchmark: ~~75.8~~67.0 pass rate by 201~~7~~8[7]

II. *Postsecondary student pass rate for Technical Skill Assessment (TSA).*
   Baseline data/Actuals: Baseline FY15 – 92.6

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
92.6	93.1	90.2		92.8

   Benchmark: 92.8 pass rate by 201~~7~~8[8]

III. *Positive placement rate of secondary concentrators.*
   Baseline data/Actuals: Baseline FY15 – 94.1

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
93.7	93.2	95.8		94.3~~2~~

   Benchmark: 94.~~2~~3 placement rate by FY 201~~7~~8[9]

IV. *Implementation of competency-based SkillStack® microcertifications for all relevant programs of study.*
   Baseline data/Actuals: Baseline FY16 – 0

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
	0	9	20	23

   Benchmark: By FY201~~9~~, implement SkillStack for 23 programs[10]

V. *Number of program standards and outcomes that align with industry standards.*
   Baseline data/Actuals: FY2017 Actual - 37

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		37		~~100%~~48

   Benchmark: ~~100% of~~48 programs by FY2020[11]

GOAL 2
EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

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

Performance Measures:
I.   *Number of postsecondary programs that have achieved statewide alignment of courses in their first semester.*
      Baseline data/Actuals: Baseline FY16 – 0

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
	0	9	20	23

      Benchmark: **23 programs by FY201~~8~~9**[12]

II.   *The percent of secondary CTE concentrators who transition to postsecondary CTE programs.*
      Baseline data/Actuals: Baseline FY18 – To Be Determined

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
				Baseline

      Benchmark: **Identify baseline data by FY2018**[13]

Objective B: *Talent Pipelines/Career Pathways – CTE students will successfully transition from high school and postsecondary education to the workplace through a statewide career pathways model.*

Performance Measures:

I.   *Placement rate of postsecondary program completers in jobs related to their training.*
      Baseline data/Actuals: Baseline FY15 – 68

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
68.4	64.6	60.1		65

      Benchmark: **65 placement rate by 2020**[14]

II.   *Positive placement rate of postsecondary program completers.*
      Baseline data/Actuals: Baseline FY15 – 84.7

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
95.2	93.7	96.4		95.6

      Benchmark: **95.6 placement rate by FY 201~~7~~8**[15]

III. *The percent of secondary CTE concentrators who transition to postsecondary education.*
      Baseline data/Actuals: Baseline FY15 – 64

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
64.4	63.3	65.9		70

      Benchmark: **70 percent by 2020** [16]

IV. ~~*The percentage of postsecondary students (excluding Boise State University and University of Idaho) who are enrolled in CTE programs at the six technical colleges.*~~
   Baseline data/Actuals: Baseline FY12 – 14.1

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
12.0	11.5	10.1		Growth

Benchmark: Increase in the percentage by 2020[17]

GOAL 3

WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective A: *Workforce~~e~~ T~~t~~raining – Non-credit training will provide additional support in delivering skilled talent to Idaho's employers.*

~~I.~~VI.   *Percent of students who enter an occupation related to their workforce training (non-credit bearing training).*
   Baseline data/Actuals: FY2018 – Identify Baseline

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
				Baseline

Benchmark: Identify baseline data by FY2018[18]

Objective B: *Adult Education (AE) – AE will assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and economic self-sufficiency.*

Performance Measures:

I.   *The percent of AE students making measurable improvements in basic skills necessary for employment, college, and training (i.e. - literacy, numeracy, English language, and workplace readiness).*
   Baseline data/Actuals: FY2016 – 33

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
	33	38		47

Benchmark: By FY2020, 47% of AE students make measurable progress.[19]

II.   *The percent of low-skilled adults provided with a viable alternative "entry point" for the workforce and Career Pathway system, who have a positive student placement after program exit.*
   Baseline data/Actuals: FY 2019 – Identify baseline data

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
				Identify baseline data

Benchmark: Identify baseline data by FY2019.[20]

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

 I. ***Percent of positive outcomes/retention that lead to completing a CTE program of study, entering employment or continuing their training.***
  Baseline data/Actuals: FY 2016 – 89

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
	89	80		90

  Benchmark: 90% positive outcome rate annually.[21]

 II. ***Number of institutional and community event/workshop hours provided annually that connect students to resources with other agencies, in addition to institutional resources.***
  Baseline data/Actuals: Average 5,000 hours annually

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		6,861		5,000

  Benchmark: Maintain an average of 5,000 contact hours annually.[22]

Key External Factors
- Lack of knowledge, perceptions, and stigma regarding career opportunities available through career & technical education. As the labor market and overall economic conditions improve, fewer students are expected to enroll in postsecondary CTE programs.
- Policies, practices, legislation, and governance external to ICTE.
- Ability to attract and retain qualified instructors, particularly those who are entering teaching from industry.
- Local autonomy and regional distinctions including technical college institutional priorities/varied missions.
- Timely access to relevant, comprehensive, and accurate data from external reporting sources affects the ability of ICTE to conduct statewide data analyses.

Evaluation Process

Objectives will be reviewed at least annually (more frequently if data is available). The ICTE ~~Leadership~~ Executive Team will review the data in terms of its alignment with objectives, as well as assess progress toward reaching benchmarks. As necessary, the team will identify barriers to success, strategies for improvement, and any additional resources necessary to make measurable progress. As appropriate, ICTE will make requests through its budget and legislative requests to support the agency's goals and objectives.

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[1] Based on survey results; intended to improve communication and feedback with secondary and postsecondary stakeholders. Please see Appendix 1 for actual data.
[2] Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.
[3] Based on ICTE goal to improve data accuracy and reduce reporting burden on districts and postsecondary institutions.

[4] Based on ICTE goal to improve program assessment process and 2018 legislative request for incentive funding.

[5] Based on ICTE goal to improve data accuracy and reduce reporting burden on districts.

[6] Based on ICTE goal to improve program assessment process and 2018 legislative request for incentive funding.

[7] Federally negotiated benchmark. FY189 targets are negotiated and approved after Strategic Plan deadline.

[8] Federally negotiated benchmark. FY189 targets are negotiated and approved after Strategic Plan deadline.

[9] Federally negotiated benchmark. FY189 targets are negotiated and approved after Strategic Plan deadline.

[10] ICTE goal to coincide SkillStack® rollout with the completion of program alignment and standard setting.

[11] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

[12] Based on current rate of program alignment.

[13] Based on program alignment efforts: measuring the go-on rate of students in a CTE capstone course for the identified nine aligned programs who continue CTE at the postsecondary level.

[14] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

[15] Federally negotiated benchmark. FY189 targets are negotiated and approved after Strategic Plan deadline.

[16] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

[17] Investigate causes for decline and identify strategies for growth.

[18] Based on goal to improve positive placement rate at the postsecondary level and to better meet workforce needs by increasing the talent pipeline.

[19] Federally negotiated benchmark.

[20] Federally negotiated benchmark. Baseline data will then be used to determine performance targets.

[21] Based on goal of continuing current outcome rates.

[22] Based on current average number of contact hours statewide.

Appendix 1 (2016 – 2017 Survey Results)

Overall, how satisfied are you with ICTE?   *New Survey Question FY17*

Satisfaction Levels (scale of 1-5)	PS	N	Sec	N
Overall, how satisfied are you with ICTE?	3.20	138	3.29	409

Do ICTE's priorities align with CTE priorities in your school or district?

SECONDARY	2016	N	2017	N
Do priorities align with CTE priorities in your school or district? (scale of 1-5, not at all - completely)	3.70	37	3.13	70
I don't know what ICTE's priorities are	16%	7	16%	14
My school or district has not outlined CTE priorities	5%	2	6%	5

POSTSECONDARY	2016	N	2017	N
Do priorities align with CTE priorities in your school or district? (scale of 1-5, not at all - completely)	3.47	49	3.34	32
I don't know what ICTE's priorities are	9%	5	17.5%	7
My school or district has not outlined CTE priorities	0%	0	0%	0

Level of Satisfaction:

SECONDARY Satisfaction Levels (scale of 1-5)	2016	N	2017	N
The availability of information to support your program	3.12	338	3.21	377
The availability of necessary tools to support your program	2.95	334	3.18	377
The overall content of the ICTE website related to your program or school	2.97	335	3.06	377

POSTSECONDARY Satisfaction Levels (scale of 1-5)	2016	N	2017	N
The availability of information to support your program	3.68	128	3.31	124
The availability of necessary tools to support your program	3.57	128	3.20	124
The overall content of the ICTE website related to your program or school	3.64	127	3.35	124

Have you read "Need to Know"?

SECONDARY	2016	N	2017	N
Yes	53%	177	39%	146
No	24%	80	27%	100
Don't Know	23%	78	34%	129

POSTSECONDARY	2016	N	2017	N
Yes	54%	68	41%	51
No	26%	33	28%	34
Don't Know	20%	26	31%	38

Interactions with ICTE Staff

If you interacted with ICTE staff in the last year, were your questions resolved in an acceptable manner?	Sec 2016	N	Sec 2017	N
Yes	73%	194	59%	221
No	25%	68	18%	68
Didn't interact with ICTE*	2%	6	23%	85

If you interacted with ICTE staff in the last year, were your questions resolved in an acceptable manner?	PS 2016	N	PS 2017	N
Yes	82%	62	49.2%	59
No	16%	12	21.7%	26
Didn't interact with ICTE*	2%	2	29.2%	35

Satisfaction Levels (scale of 1-5, not at all - completely)	Sec 2016	N	Sec 2017	N
Interactions with staff	3.77	265	3.76	288
How knowledgeable are CTE staff related to your program needs?	3.75	230	3.68	288

Satisfaction Levels (scale of 1-5, not at all - completely)	PS 2016	N	PS 2017	N
Interactions with staff	3.95	76	3.39	82
How knowledgeable are CTE staff related to your program needs?	3.59	66	3.14	71

Fiscal Summary

Rate your understanding (scale of 1-5, not at all - completely)	Sec 2016	N	Sec 2017	N
How state funds can be used	3.87	326	3.74	369
How federal Perkins funds can be used	3.60	316	3.56	369

Rate your understanding (scale of 1-5, not at all - completely)	PS 2016	N	PS 2017	N
How state funds can be used	3.43	121	3.31	118
How federal Perkins funds can be used	3.39	118	3.16	118

Satisfaction Levels (scale of 1-5, not at all - completely)	Sec 2016	N	Sec 2017	N
Your program(s)' amount of financial reimbursement	3.77	326	3.62	369
ICTE's processing of reimbursements	3.94	326	4.05	369
Overall knowledge of ICTE staff as it relates to your program(s)' financial needs	3.71	326	3.79	369

Decrease from prior year
Same as prior year
Improvement from prior year

Mandated Cyber Security Strategic Plan

T H E O F F I C E O F T H E G O V E R N O R
EXECUTIVE DEPARTMENT STATE OF IDAHO
BOISE

EXECUTIVE ORDER NO. 2017-02

Career Technical Education – Cyber Security Implementation Plan

Idaho Division of Career Technical Education (CTE) has been working on proactive steps to mitigate cybersecurity risk. To increase the Department's capacity and ability to protect its systems and the data with which it is entrusted, the Agency has begun to work on the following:

1. CTE has adopted the National Institute of Standards and Technology (NIST) Which will outline the Center for Internet Security Controls (CIS) Working with SDE's Security Coordinator to work on policy and implementation of security initiatives
2. Will have implemented cybersecurity awareness training (KnowBe4) for all CTE employees and initiated in-depth training for key personnel.
3. Begun the process to implement the first five Center for Internet Security Critical Security Controls (CIS Controls).
4. CTE has purchased, installed and configured Ivanti (Landesk) Secure User Management Suite) which will cover the first five (5) CIS controls listed below.

CSC1: *Inventory of Authorized and Unauthorized Devices*

   Actively manage (inventory, track and correct) all hardware devices on the network so that only authorized devices are given access, and unauthorized and unmanaged devices are found and prevented from gaining access.

CSC2: *Inventory of Authorized and Unauthorized Software*

   Actively manage (inventory, track and correct) all software on the network so that only authorized software is installed and can execute, and that unauthorized and unmanaged software is found and prevented from installation and execution.

CSC3: *Secure Configuration of Hardware and Software on Mobile Devices, laptops, Servers and Workstations.*

   Establish, implement and actively manage (track, report and correct) the security configuration of Laptops, servers and workstations using a rigorous configuration management and change control process in order to prevent attackers exploiting vulnerable services and settings.

CSC4: *Continuous Vulnerability Assessment and Remediation*

   Continuously acquire, access, and take action on new information in order to identify vulnerabilities, remediate and minimize the windows of opportunity for attackers.

CSC5: ***Controlled Use of Administrative Privileges***

A process with tools used to track/control/prevent/correct the use, assignment and configuration of administrative privileges on Computers, Networks and Applications.

The tools CTE will be using to implement the first 5 NIST controls.

Ivanti – Secure User Management Suite (LANDesk)
 KnowBe4 (end user training)

Idaho Division of Vocational Rehabilitation

2019 - 2023

Content and Format

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

Due to requirements outlined in the Workforce Innovation and Opportunity Act (WIOA) and from Rehabilitation Services Administration (RSA), IDVR now programmatically operates under a Program Year instead of a Federal Fiscal Year as outlined in previous strategic plans. This Program Year aligns with Idaho's State Fiscal Year. All three programs under the Division will adhere to state fiscal year reporting for this Plan. This Plan covers fiscal years 2019 through 2023.

This is an entirely new Strategic Plan for the Division because of the significant changes resulting from the Workforce Innovation and Opportunity Act (WIOA) and the Division's most recent Comprehensive Statewide Needs Assessment (CSNA), both of which impact the goals and objectives for the Vocational Rehabilitation program. The changes resulting from WIOA also lead the Division to modify both the mission and vision statements to better reflect the focus on the dual customer; individuals with disabilities and employers. The Workforce Innovation and Opportunity Act dramatically shifted the performance measures for the VR program to be more in alignment with the other core WIOA programs. Rehabilitation Services Administration is providing VR programs time to collect the new data necessary to establish baseline data which will be used to establish levels of performance before negotiating expected target levels of performance in future years for these new performance measures. Baseline data collection will continue for at least the next two state fiscal years (SY2019 and SY2020).

Vocational Rehabilitation

Vision

An Idaho where all individuals with disabilities have the opportunity to participate in the workforce and employers value their contributions.

Mission

To prepare individuals with disabilities for employment and career opportunities while meeting the needs of employers.

Vocational Rehabilitation

Goal 1 – Provide quality, relevant, individualized vocational rehabilitation services to individuals with disabilities to maximize their career potential.

Objective 1: Expand, monitor, and improve pre-employment transition services (Pre-ETS) to students with disabilities and similar services to youth.

Performance Measure 1.1: Number of students receiving Pre-employment Transition Services (Pre-ETS)

SY2014	SY2015	SY2016	SY2017	Benchmark
N/A	N/A	N/A	301	$\geq$ 301

Benchmark: Greater than or equal to 301 for SY19 [1]

Performance Measure 1.2: Number of youth applications for program participants under the age of 25.

SY2014	SY2015	SY2016	SY2017	Benchmark
N/A	N/A	N/A	812	$\geq$ 812

Benchmark: Greater than or equal to 812 for SY19 [2]

Objective 2: Provide a comprehensive array of services to individuals with disabilities, including individuals with Most Significant Disabilities (MSD).

Performance Measure 2.1: For all successful Supported Employment closures: the percentage of customers employed in the 2nd quarter after exit.

SY2014	SY2015	SY2016	SY2017	Benchmark
N/A	N/A	N/A	N/A	$\geq$ 60%

Benchmark: Greater than or equal to 60% for SY19 [3]

Performance Measure 2.2
For all successful Supported Employment closures: the percentage of customers employed in the 4th quarter after exit.

SY2014	SY2015	SY2016	SY2017	Benchmark
N/A	N/A	N/A	N/A	$\geq$ 50%

Benchmark: Greater than or equal to 50% for SY19 [4]

Performance Measure 2.3: Number of Regions where Customized Employment is available.

SY2014	SY2015	SY2016	SY2017	Benchmark
N/A	N/A	N/A	3	8 Regions (100%)

Benchmark: All 8 Regions [5] (by SY 2020)

Objective 3: Hire and retain qualified staff to deliver quality vocational rehabilitation services.

Performance Measure 1: Percentage of counselors who meet Comprehensive System of Personnel Development (CSPD) compliance.

SY2014	SY2015	SY2016	SFY2017	Benchmark
89.8%	85.7%	79%	77.8%	$\geq$ 85%

Benchmark: Greater than 85% for SY19 [6]

Goal 2 – Improve VR program efficiency through continuous quality improvement activities.

Objective 1: Meet or exceed targets for the first five Primary Performance Indicators established by the US Department of Education, Rehabilitation Services Administration (RSA).

Performance Measure 2.1: Meet or exceed negotiated targets on the following five measures.

Performance Measure	SY2014	SY2015	SY2016	SY2017	Benchmark
1. Employment Rate – 2nd Qtr after Exit					$\geq$ 65%
2. Employment Rate – 4th Qtr after Exit					$\geq$ 55%
3. Median Earnings – 2nd Qtr after Exit					$\geq$ $4680 per quarter
4. Credential Attainment					$\geq$ 22%
5. Measurable Skill Gains					$\geq$ 20%

Benchmark: Greater than or equal to 65% [7], greater than or equal to 55% [8], greater than or equal $4680 per quarter [9], greater than or equal 22% [10], greater than or equal 20% [11] (all benchmarks by 2021):

Objective 2.2: Evaluate the satisfaction of customer's vocational rehabilitation experience and service delivery.

Performance Measure 2.2: Customer satisfaction rate.

SY2014	SY2015	SY2016	SY2017	Benchmark
93.6	87.8%	89.1%	88.5%	$\geq$ 90% satisfaction rate

Benchmark: Greater than or equal to 90% for SY19 [12]

Objective 2.4: Collaborate with Community Rehabilitation Program partners to improve the quality of services.

Performance Measure 2.4: Of those cases using CRP employment services (non-assessment), the percentage which contributed to successful case closure.

SY2014	SY2015	SY2016	SY2017	Benchmark
N/A	N/A	N/A	N/A	$\geq$ 30%

Benchmark: Greater than or equal to previous year in SY19 [13]

Goal 3 – Meet the needs of Idaho businesses

Objective 3.1: IDVR to be recognized by the business community as the disability experts in the workforce system by providing employers with skilled workers who maintain employment with that employer.

Performance Measure 3.1.1: Retention Rate with the Same Employer the 4th quarter after exit.

SY2014	SY2015	SY2016	SY2017	Benchmark
N/A	N/A	N/A	N/A	$\geq$ 50%

Benchmark: Greater than or equal to 50% for SY19 [14]

Extended Employment Services

Mission

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

Vision

Provide meaningful employment opportunities to enable citizens of Idaho with the most severe disabilities to seek, train-for, and realize real work success.

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

1. ***Objective***: *To provide relevant and necessary* long-term supports to assist individuals with the most significant disabilities to maintain employment.

Performance Measure 1.1: Number of individuals served.

SY2014	SY2015	SY2016	SY2017	Benchmark
N/A	N/A	647	838	≥ previous year performance

Benchmark: Greater than or equal to previous year in SY19 [15]

Performance Measure 1.1: Number of individuals on the EES waitlist.

SY2014	SY2015	SY2016	SY2017	Benchmark
N/A	N/A	292	208	≤ on waitlist than previous year

Benchmark: Less than or equal to previous year in SY19 [16]

Council for the Deaf and Hard of Hearing (CDHH)

Role of CDHH

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

Mission

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

Vision

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

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

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

Performance Measure 1.1: Track when information and resources are given to consumers.

FY2014	FY2015	FY2016	FY2017	Benchmark
N/A	2 brochures 53 FB posts	2 addt'l brochures 49 FB posts	4 addt'l brochures 56 FB posts	Continue to create brochures, social interaction, & website development

Benchmark: 4 or more new brochures created in FY19 [17]

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

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

Performance Measure 2.1: Deliver presentations and trainings to various groups through education and social media.

FY2014	FY2015	FY2016	FY2017	Benchmark
N/A	27	23	65	Presentations delivered

Benchmark: 65 or more presentation delivered in SY19 [18]

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

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

Performance Measure 3.1: Track when departments, agencies, and institutions are cooperating (such as Department of Corrections and Health and Welfare).

FY2014	FY2015	FY2016	FY2017	Benchmark
N/A	11	12	12	Present to various local, state & federal agencies

Benchmark: Present at 12 or more local, state and federal agencies in SY19 [19]

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

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

Performance Measure 4.1: Track when information is provided.

FY2014	FY2015	FY2016	FY2017	Benchmark
N/A	200 calls	120 calls	1,056 calls	Maintain network through website, social media, brochures, telephone inquiries, & personal communication

Benchmark: Track all calls in SY19 [20]

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

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

Performance Measure 5.1: The Council will administer assessments and facilitate meetings to determine the needs.

FY2014	FY2015	FY2016	FY2017	Benchmark
N/A	Met	Met	Met	Continued work with mental health personnel

Benchmark: Met in SY19 [21]

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

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

Performance Measure 6.1: Materials that are distributed about public policies.

FY2014	FY2015	FY2016	FY2017	Benchmark
N/A	Met	Met	Met	Facilitate meetings with various agencies and group

Benchmark: Met in SY19 [22]

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

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

Performance Measure 7.1: Track how many complaints are received regarding the ADA.

FY2014	FY2015	FY2016	FY2017	Benchmark
N/A	10 ADA Issues	10 ADA Issues	50 ADA Issues	Create information resulting from ADA complaint

Benchmark: Track all complaints in SY19 [23]

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

1. Objective: The Council will submit reports.

Performance Measure 8.1: Reports will be accurate and detailed.

FY2014	FY2015	FY2016	FY2017	Benchmark
N/A	Completed	Completed	Completed	Submit accurate reports.

Benchmark: Completed for SY19 [24]

External Factors Impacting IDVR

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

Adequate Supply of Qualified Personnel

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

State and Federal Economic and Political Climate

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

IDVR is also affected by decisions made at the federal level. The Workforce Innovation and Opportunity Act (WIOA), which replaces the Workforce Investment Act, bring substantial changes to the VR program. WIOA's changes aim to improve the nation's workforce development system through an alignment of various workforce programs, and improve engagement with employers to address skilled workforce needs.

WIOA will require IDVR to implement substantial programmatic changes.   These changes will impact policy development, staff training, fiscal requirements, and compliance reporting requirements. The most impactful changes are the fiscal and programmatic requirements to increase and expand services to students and youth with disabilities. WIOA mandates state VR agencies reserve 15% of their budgets for the provision of Pre-employment transition services (Pre-ETS) which are essentially services the Division was not previously providing. This change will result in an agency which is shifting not only the population it serves, but is serving that population in different and innovative ways. The Division's performance measures have also shifted significantly under WIOA. As a result, the current benchmarks for the federal performance measures identified in this strategic plan present a high degree of error that will diminish as IDVR completes its transition to business as usual under WIOA, and new baselines are realized. The Division has diligently been working to address the new requirements and

continues to move forward with the implementation of Pre-employment transition services and a strategic evaluation of the impact of these requirements. As previously mentioned, Vocational Rehabilitation programs are transitioning to "baseline" measures to capture the required data before negotiating expected levels of performance with RSA, which is expected to take place for SY 2021.

IDVR Cyber Security Plan

Idaho Division of Vocational Rehabilitation (IDVR) has adopted of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and will be implementing the first five Center for Internet Security (CIS) Controls, Critical Security Controls by June 30, 2019.

The following solutions are currently in place or will be put in play to accomplish the first five Cyber Security Controls.

- IDVR collaborates with the Idaho Office of Administration on:
  - Exterior firewall management
  - Internet and Malware filtering
- Ivanti/Landesk is used internally to handle all:
  - Patch management
  - Device discovery
  - OS deployments / imaging management
  - License monitoring and Inventory controls
- MacAfee EPO is used internally to manage all Antivirus monitoring
- DUO for two factor authentication for all elevated server functions and VPN Authentications.
- Mandatory Cyber Security Awareness training is handled by the Division of Human Resources (DHR) Knowbe4 training packages. All users must take this training annually and when initially employed with agency.
- A mobile device management (MDM) solution (not currently identified) will be used to monitor and control cellular phone and security management of mobile devices.

Footnotes:

[1] Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for students are a major focus under WIOA.

[2] Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. Services for youth are a major focus.

[3] Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.

[4] Benchmarks are set based on an internal measure of performance and informed by the Division's State Rehabilitation Council (SRC) and are similar to the federal common performance measures.

[5] Benchmarks are set based on an internal measure of performance and informed by the SRC, implementing the CE pilot services across the state is the goal.

[6] Benchmarks are set based on an internal program measure and represents a commitment to the development of quality vocational rehabilitation counselors, meeting this standard ensures that individuals with disabilities in Idaho receive services through certified professionals and promotes more efficient, comprehensive, and quality services. The baseline is an arbitrary percentage established by IDVR and is a stretch goal the agency aspires to achieve.

[7] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2021). *(RSA-TAC-18-01, January 19, 2018)*

[8] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2021). *(RSA-TAC-18-01, January 19, 2018)*

[9] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2021). *(RSA-TAC-18-01, January 19, 2018)*

[10] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2021). *(RSA-TAC-18-01, January 19, 2018)*

[11] Benchmarks are set based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future years (2021). *(RSA-TAC-18-01, January 19, 2018)*

[12] Benchmarks are set based on an internal measure of performance and was established by the Division's SRC to gauge customer satisfaction with program services and identify areas for improvement. The benchmark of 90% is arbitrary; however it is typically utilized as a threshold for quality performance.

[13] Benchmarks are set based on an internal measure of performance and informed by the Division's SRC. The emphasis is on quality services provided by Community Rehabilitation Programs.

[14] Benchmarks are established based on federally negotiated targets. The Vocational Rehabilitation program is in a period of "transition" to continue to collect baseline data to establish performance levels which will be used to inform negotiated targets in future year beginning with SY 2021. *(RSA-TAC-18-01, January 19, 2018)* This performance measure is useful in determining whether VR is serving employers effectively by improving the skills of customers and decreasing employee turnover.

[15] Benchmarks are set based on an internal program measure and were new as of the 2017-2021 Strategic Plan. This measure represents a better indicator of performance for the EES program.

[16] Benchmarks are set based on an internal program measure and were new as of the 2017-2021 Strategic Plan. This measure represents a better indicator of performance for the EES program.

[17] Benchmarks are set based on an internal program measure to expand information to Idaho's deaf and hard of hearing population, to include brochures and information via electronic and social media. The Council is the only clearinghouse of information in Idaho about deaf and hard of hearing issues. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[18] Benchmarks are set based on internal program measure to provide information about the needs of persons who are deaf or hard of hearing. The benchmark was created because the Council is the only state agency to provide this type of information. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[19] Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues. This benchmark was established to adhere to Idaho statute 67, chapter 73

[20] The Council has historically been the organization where individuals and groups come for information concerning deaf and hard of hearing issues. The benchmark was created to continue tracking the information. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[21] Benchmarks are set based on internal program measure to determine the need for public services for deaf and hard of hearing community and was established because there was a Task Force that met to determine the need of mental health services that need to be provided to deaf and hard of hearing individuals. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[22] Benchmarks are set to provide information where interpreters can get information about current issues and has established a printed list of Sign Language Interpreters and also on the Council's website. This benchmark was established per the request of the Idaho Registry of Interpreters of the Deaf to support the legislation. This benchmark was established to adhere to Idaho statute 67, chapter 73.

[23] Benchmarks are set based to provide information, in collaboration with the Northwest ADA Center, about the Americans with Disability Act (ADA). The benchmark was established to continue that partnership and to adhere to Idaho statute 67, chapter 73.

[24] Benchmarks are set based on internal program measure to provide information about deaf and hard of hearing issues, this benchmark was established to adhere to Idaho statute 67, chapter 73.

FY 2019-2023
STRATEGIC PLAN

MISSION STATEMENT
We harness the power of public media to encourage lifelong learning, connect our communities, and enrich the lives of all Idahoans. We tell Idaho's stories.

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

SBoE Goal 1: EDUCATIONAL SYSTEM ALIGNMENT
Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

IdahoPTV Objectives:

Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.

Performance Measures:
I. Number of DTV translators.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
47	46	46	47		47

Benchmark: 47 (by FY 2023)[1]

II. Number of cable companies carrying our multiple digital channels.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
*	*	30	50		28

Benchmark: 28 (by FY 2023)[2]

III. Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
8	8	8	8		8

Benchmark: 8 (by FY 2023)[3]

IV. Percentage of Idaho's population within our signal coverage area.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
98.4%	98.4%	98.4%	99.47%		98.4%

Benchmark: 98.4% (by FY 2023)[4]

Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

Performance Measure:
Number of partnerships with other Idaho state entities and educational institutions.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
*	22	26	47		32

Benchmark: 35 (by FY 2023)[5]

Objective C: Operate an efficient statewide delivery/distribution system.

Performance Measure:
Total FTE in content delivery and distribution.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
18.58	18.5	20	17		<25

Benchmark: Less than 24 (by FY 2023)[6]

Objective D: Provide access to IdahoPTV video content that accommodates the needs of the hearing and sight impaired.

Performance Measures:
I. Percentage of broadcast hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
97.6%	98.4%	97.6%	97.6%		100%

Benchmark: 100% (by FY 2023)[7]

II. Percentage of online hours of closed captioned programming (non-live, i.e. videotaped) to aid visual learners and the hearing impaired.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
5%	16%	25.11%	17%		100%

Benchmark: 100% (by FY 2022)[8]

Objective E: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

Performance Measures:
I. Number of visitors to our websites.

FY14	FY15	FY16	FY17	FY18	FY19

(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	(2017-2018)	**Benchmark**
1,520,814	1,670,923	1,901,477	1,981,837		1,700,000

Benchmark: 1,850,000 (by FY 2023)[98]

II. Number of visitors to IdahoPTV/PBS video player.

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** **Benchmark**
48,836	344,651	634,031	143,637*		400,000 100,000

Benchmark: 100,000 (by FY 2023)[109]
*In prior years, the PBS software counted the same viewers multiple times in error. This has been corrected moving forward.

III. Number of alternative delivery platforms and applications on which our content is delivered.

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** **Benchmark**
*	*	11	11		11

Benchmark: 13 (by FY 2023)[1410]

Objective F: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.

Performance Measure:
Number of broadcast hours of educational programming.

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** **Benchmark**
28,107	28,374	28,488	28,299		37,260

Benchmark: 37,760 (by FY 2023)[1211]

Objective G: Contribute to a well-informed citizenry.

Performance Measure:
Number of broadcast hours of news, public affairs and documentaries.

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** **Benchmark**
12,654	13,450	12,702	11,372		13,000

Benchmark: 13,500 (by FY 2023)[1312]

Objective H: Provide relevant Idaho-specific information.

Performance Measure:
Number of broadcast hours of Idaho-specific educational and informational programming.

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**FY19** **Benchmark**
2,074	1,955	2,050	1,568		2,000

Benchmark: 2,000 (by FY 2023)[1413]

Objective I: Provide high-quality, educational television programming and new media content.

Performance Measure:

Number of awards for IdahoPTV media and services.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
61	55	55	49		50

Benchmark: 55 (by FY 2023)~~15~~14

Objective J: Be a relevant, educational and informational resource to all citizens.

Performance Measure:
Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
*	31.1%	31.4%	28%		21.3%

Benchmark: 21.3% (by FY 2023)~~16~~15
*New performance measure for FY15

Objective K: Operate an effective and efficient organization.

Performance Measure:
Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines~~/and implementation of the Center for Internet Controls~~.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes~~/Yes~~

Benchmark: Yes/Yes/Yes (by FY 2023)~~17~~16

Objective L: Work toward implementation of the Center for Internet Controls.

Performance Measure:
Work toward implementation of the Center for Internet Controls.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 Benchmark
*	*	*	*	*	Yes

Benchmark: Yes (by FY 2023)[17]
*New performance measure for FY19

SBoE GOAL 2: EDUCATIONAL ATTAINMENT
Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

~~IdahoPTV Objectives:~~

~~Objective A: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.~~

~~Performance Measure:~~
~~Number of partnerships with other Idaho state entities and educational institutions.~~

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
*	*	22	26		32

— Benchmark: 35 (by FY 2022)[5]

Objective B: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

Performance Measures:
I. Number of visitors to our websites.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
1,196,428	1,520,814	1,670,923	1,901,477		1,700,000

— Benchmark: 1,850,000 (by FY 2022)[9]

II. Number of visitors to IdahoPTV/PBS video player.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
22,395	48,836	344,651	634,031		400,000

— Benchmark: 450,000 (by FY 2022)[10]

III. Number of alternative delivery platforms and applications on which our content is delivered.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
*	*	*	11		11

— Benchmark: 13 (by FY 2022)[11]

Objective C: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.

Performance Measure:
Number of broadcast hours of educational programming.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
27,778	28,107	28,374	28,488		37,260

— Benchmark: 37,760 (by FY 2022)[12]

Objective D: Contribute to a well-informed citizenry.

Performance Measure:
Number of broadcast hours of news, public affairs and documentaries.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
12,272	12,654	13,450	12,702		13,000

— Benchmark: 13,500 (by FY 2022)[13]

Objective E: Provide relevant Idaho-specific information.

Performance Measure:
Number of broadcast hours of Idaho-specific educational and informational programming.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
1,798	2,074	1,955	2,050		2,000

Benchmark: 2,000 (by FY 2022)[14]

Objective F: Provide high-quality, educational television programming and new media content.

Performance Measure:
Number of awards for IdahoPTV media and services.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
54	61	55	55		50

Benchmark: 55 (by FY 2022)[15]

Objective G: Be a relevant, educational and informational resource to all citizens.

Performance Measure:
Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
30.6%	*	31.1%	31.4%		21.3%

Benchmark: 21.3% (by FY 2022)[16]

Objective H: Operate an effective and efficient organization.

Performance Measure:
Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines/and implementation of the Center for Internet Controls.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes/Yes

Benchmark: Yes/Yes/Yes/Yes (by FY 2022)[17]

SBoE GOAL 3: WORKFORCE READINESS
The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

Objective: Operate an effective and efficient organization.

Performance Measure:
Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines/and implementation of the Center for Internet Controls.

FY13	FY14	FY15	FY16	FY17	FY19 Benchmark

(2012-2013)	(2013-2014)	(2014-2015)	(2015-2016)	(2016-2017)	
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes/Yes

Benchmark: Yes/Yes/Yes/Yes (by FY 2022)[17]

SBoE GOAL 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM
Ensure educational resources are coordinated throughout the state and used effectively.

IdahoPTV Objectives:

Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.

Performance Measures:
I. Number of DTV translators.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
44	47	47	46		47

Benchmark: 47 (by FY 2022)[1]

II. Number of cable companies carrying our multiple digital channels.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
*	*	*	30		28

Benchmark: 28 (by FY 2022)[2]

III. Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
8	8	8	8		8

Benchmark: 8 (by FY 2022)[3]

IV. Percentage of Idaho's population within our signal coverage area.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
98.2%	98.4%	98.4%	98.4%		98.4%

Benchmark: 98.4% (by FY 2022)[4]

Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.

Performance Measure:
Number of partnerships with other Idaho state entities and educational institutions.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
*	*	22	26		32

Benchmark: 35 (by FY 2022)[5]

Objective C: Operate an efficient statewide delivery/distribution system.

Performance Measure:
Total FTE in content delivery and distribution.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
18.31	18.58	18.5	20		<25

Benchmark: Less than 24 (by FY 2022)[6]

Objective D: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.

Performance Measures:
I. Number of visitors to our websites.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
1,196,428	1,520,814	1,670,923	1,901,477		1,700,000

Benchmark: 1,850,000 (by FY 2022)[9]

II. Number of visitors to IdahoPTV/PBS video player.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
22,395	48,836	344,651	634,031		400,000

Benchmark: 450,000 (by FY 2022)[10]

III. Number of alternative delivery platforms and applications on which our content is delivered.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
*	*	*	11		11

Benchmark: 13 (by FY 2022)[11]

Objective E: Provide high-quality, educational video programming and new media content.

Performance Measure:
Number of awards for IdahoPTV media and services.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
54	61	55	55		50

Benchmark: 55 (by FY 2022)[15]

Objective F: Be a relevant, educational and informational resource to all citizens.

Performance Measure:
Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
30.6%	*	31.1%	31.4%		21.3%

Benchmark: 21.3% (by FY 2022)[16]

Objective G: Operate an effective and efficient organization.

Performance Measure:
Successfully comply with FCC policies/PBS programming, underwriting and membership policies/CPB guidelines/and implementation of the Center for Internet Controls.

FY13 (2012-2013)	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY19 Benchmark
Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes	Yes/Yes/Yes		Yes/Yes/Yes/Yes

Benchmark: Yes/Yes/Yes/Yes (by FY 2022)[17]

* Performance measure not previously reported.

KEY EXTERNAL FACTORS

Funding – While State General Fund support for Idaho Public Television has been increasing as state revenues have grown, there continues to be pressure to reduce the size of government. In addition, significant concerns about Federal funding to the Corporation for Public Broadcasting and the U.S. Department of Education have emerged as Congress and the White House attempt to rein in deficit spending. With nearly 20% of IdahoPTV funding coming from Federal sources via CPB, it remains a major worry. In addition, competition for private contributions continues to grow. IdahoPTV already out performs its peers of other State-licensed PBS stations in the percentage of the population which supports it. It is unrealistic to expect major growth in this area.

FCC Spectrum Auction – With the FCC's recent auctioning of TV Broadcast spectrum to wireless carriers and the subsequent repacking of stations into the remaining frequencies, Idaho Public Television faces major hurdles. KCDT transmitter in Coeur d'Alene will need to change channels, requiring a new transmitter & antenna, though the FCC has given IdahoPTV a new channel and funding to make the move. Unfortunately many of the 47 translators that serve smaller communities may also have to move channels, and the FCC will neither guarantee new frequencies nor provide funding for those mandated changes. Some areas of the state could lose over-the-air service.

Regulatory Changes – With more than 55% of Idaho Public Television funding coming from private contributions, any changes to tax policy could the recent changes to federal tax policy has the distinct potential to negatively impact charitable giving. In addition, Idaho Public Television operates under numerous other rules and regulations from entities such as the Federal Aviation Administration, Federal Communications Commission, Department of the Interior, Department of Agriculture, Department of Education, Department of Homeland Security, and others. Changes to those policies and regulations could impact operations.

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

ATSC 3.0 – Recently, the FCC adopted standards for a new, improved television technology. Like the move from analog to digital, this new standard will make all previous television equipment obsolete for both the broadcaster and the consumer. Currently, adoption of this new standard is voluntary, but we expect that eventually it will become mandatory. Planning for this new standard is already underway; and as equipment is replaced, every effort is being made to ensure it is upgradable to the new standard.

EVALUATION PROCESS

Idaho Public Television uses the following methods to evaluate our services:

We are a member of the Organization of State Broadcasting Executives, an association of chief executive officers of state public broadcasting networks, whose members account for almost half of the transmitters in the public television system. OSBE gathers information, keeps years of data on file, and tracks trends. OSBE members are represented on the policy teams for our national organizations, including PBS, APTS, and NETA.

We have a statewide advisory Friends board, currently 3129 directors, with broad community and geographic representation. This board meets formally on a quarterly bases. It serves as a community sounding board to provide input.

Through Nielsen data, Google Analytics, and other research information, we have access to relevant metrics to make informed and successful marketing and programming decisions. Viewership helps determine which content is most relevant to the community we serve and how to best serve the people of Idaho. We also receive feedback from the community regarding our work. Our production team ascertains issues in the community and uses this information to plan local program productions. Each quarter, we prepare and post on the FCC website lists of programs we air that provide the station's most significant treatment of community issues.

Recently, Idaho Public Television was successful in obtaining a number of private and federal grants to provide educational services to teachers, students and parents. As part of those grants we will be conducting research on the impact these education initiatives are having on the populations served.

Additionally, IdahoPTV employed leaders from PBS Station Services with expertise in strategic planning to conduct a two-day retreat for station staff and board directors to help learn processes to evaluate our programs, products and services to ensure they support our connection to the community and our audiences. A number of specific goals were identified to help position the organization for a successful future.

_____

1. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
2. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.
3. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.

4. Benchmark is based on industry standard and the need to reach as many Idahoans as possible via all the content and video technologies.

5. Benchmark is based on an analysis of historical trends combined with desired level of achievement.

6. Benchmark is based on industry standard combined with analysis of workforce needs.

7. Benchmark is based on industry standard and the desire to reach underserved and disabled populations.

~~8. Benchmark is based on industry standard and the desire to reach underserved and disabled populations.~~

~~9~~8. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.

~~10~~9. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.

~~11~~10. Benchmark is based on agency research and the need to reach as many Idahoans as possible via all the content and video technologies and to reach younger demographics.

~~12~~11. Benchmark is based on an analysis of historical trends combined with desired level of achievement.

~~13~~12. Benchmark is based on an analysis of historical trends combined with desired level of achievement.

~~14~~13. Benchmark is based on an analysis of historical trends combined with desired level of achievement.

~~15~~14. Benchmark is based on industry standard combined with desired level of achievement.

~~16~~15. Benchmark is based on industry standard combined with desired level of achievement.

~~17~~16. Benchmark is based on industry standard of best practices.

17. Benchmark is based on industry standard of best practices.

Idaho Public Television
FY 2019 – 2023 Strategic Plan Supplemental

Performance Measure	FY 2017 Data	FY 2019 Benchmark	FY 2023 Benchmark
Number of DTV translators.	47	47	47
Number of cable companies carrying our multiple digital channels.	50	28	28
Number of Direct Broadcast Satellite (DBS) providers carrying our prime digital channel.	8	8	8
Percentage of Idaho's population within our signal coverage area.	99.47%	98.4%	98.4%
Number of partnerships with other Idaho state entities and educational institutions.	47	32	35
Total FTE in content delivery and distribution.	17	Less than 25	Less than 24
Percentage of broadcast hours of closed captioned programming (non-live) to aid visual learners and the hearing impaired.	97.6%	100%	100%
~~Percentage of online hours of closed captioned programming (non-live) to aid visual learners and the hearing impaired.~~		~~100%~~	
Number of visitors to our websites.	1,981,837	1,700,000	1,850,000
Number of visitors to IdahoPTV/PBS video player.	143,637	~~400,000~~100,000	100,000
Number of alternative delivery platforms and applications on which our content is delivered.	11	11	13
Number of broadcast hours of educational programming.	28,299	37,260	37,760
Number of broadcast hours of news, public affairs and documentaries.	11,372	13,000	13,500
Number of broadcast hours of Idaho-specific educational and informational programming.	1,568	2,000	2,000
Number of awards for IdahoPTV media and services.	49	50	55
Full-day average weekly cume (percentage of TV households watching) as compared to peer group of PBS state networks.	28%	21.3%	21.3%
Successfully comply with FCC policies/PBS programming, underwriting and membership policies/and CPB guidelines~~/and implementation of the Center for Internet Controls~~.	Yes/Yes/Yes	Yes/Yes/Yes~~/Yes~~	Yes/Yes/Yes
Work toward implementation of the Center for Internet Controls.		Yes	Yes

	State Board of Education Goals				
Institution/Agency Goals and Objectives	*Goal 1:* EDUCATIONAL SYSTEM ALIGNMENT	*Goal 2:* EDUCATIONAL ATTAINMENT	*Goal 3:* WORKFORCE READINESS	*Goal 4:*	*Goal 5:*
GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.					
Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.	✓			✓	
Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.	✓	✓		✓	
Objective C: Operate an efficient statewide delivery/distribution system.	✓			✓	
Objective D: Provide access to IdahoPTV video content that accommodates the needs of the hearing and sight impaired.	✓				
Objective E: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.	✓	✓		✓	
Objective F: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.	✓	✓			
Objective G: Contribute to a well-informed citizenry.	✓	✓			
Objective H: Provide relevant Idaho-specific information.	✓	✓			

Objective I: Provide high-quality, educational television programming and new media content.	✓	✓		✓	
Objective J: Be a relevant, educational and informational resource to all citizens.	✓	✓		✓	
Objective K: Operate an effective and efficient organization.	✓	✓	✓	✓	
Objective L: Work toward implementation of the Center for Internet Controls.	✓				
GOAL 2: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.					
~~Objective A: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.~~	✓	✓		✓	
~~Objective B: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.~~	✓	✓		✓	
~~Objective C: Broadcast educational programs and provide related resources that serve the needs of Idahoans, which include children, ethnic minorities, learners, and teachers.~~	✓	✓			
~~Objective D: Contribute to a well-informed citizenry.~~	✓	✓			
~~Objective E: Provide relevant Idaho-specific information.~~	✓	✓			
~~Objective F: Provide high-quality, educational television programming and new media content.~~	✓	✓		✓	

Objective G: Be a relevant, educational and informational resource to all citizens.	✓	✓		✓	
Objective H: Operate an effective and efficient organization.	✓	✓	✓	✓	
GOAL 3: WORKFORCE READINESS - The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.					
Objective: Operate an effective and efficient organization.	✓	✓	✓	✓	
GOAL 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM – Ensure educational resources are coordinated throughout the state and used effectively.					
Objective A: Maintain a digital statewide infrastructure in cooperation with public and private entities.	✓			✓	
Objective B: Nurture and foster collaborative partnerships with other Idaho state entities and educational institutions to provide services to the citizens of Idaho.	✓	✓		✓	
Objective C: Operate an efficient statewide delivery/distribution system.	✓			✓	
Objective D: Provide access to IdahoPTV new media content to citizens, anywhere, that supports participation and education.	✓	✓		✓	
Objective E: Provide high-quality, educational video programming and new media content.	✓	✓		✓	
Objective F: Be a relevant, educational and informational resource to all citizens.	✓	✓		✓	

| Objective G: Operate an effective and efficient organization. | ✓ | ✓ | ✓ | ✓ | |

Idaho State Department of Education

(Public Schools)

Strategic Plan FY2019-2023

Superintendent Sherri Ybarra

MISSION STATEMENT

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

VISION STATEMENT

Supporting Schools and Students to Achieve.

GOAL 1

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

Objective A: Fully implement the Idaho Content Standards (TF 2*)

Idaho's methodology for fully implementing the Idaho Content Standards is largely based in the expansion of successful teacher coaching programming, which will grow to include Math teachers in addition to the existing ELA component. This coaching model is designed to invest in human capital that remains in local districts and that meets local needs. Coaches focus on instructional shifts and work over time, face-to-face with teachers to help provide coherence and flexibility around the Idaho Content Standards, as well as immediate impact in classrooms. Long term, coaches will also include training administrators and regional cadres.

Performance Measures:

I. Percentage of students meeting proficient or advanced placement on the Idaho Standards Achievement Test, broken out by subject area.

	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	FY19 (2018-2019)	FY20 (2019-2020)	FY21 (2020-2021)	Benchmark
ELA 5th	6253.8%	54%					100%69.2%
MATH 5th	3140%	42%					100%60.0%
SCIENCE 5th	66%						100%
ELA 10th High School**	6261.8%	59%					100%74.5%
MATH 10th High School**	3130.9%	32%					100%53.9%
SCIENCE 10th	N/A	62.90%	63%				100%

Benchmark: 5th Grade ELA – 69.2% of students 100% for both 5th and 10th Grade students, broken out by subject area (English Language Arts, Mathematics, Science).¹ .²(by 2022)

5th Grade Math – 60.0% of students.²(by 2022)
High School** ELA – 74.5% of students.²(by 2022)
High School** Math – 53.9% of students.²(by 2022)

** Grades 10 through 12

II. Percentage of all students meeting proficient or advanced placement on the Idaho Standards Achievement Test:

	2016	2017	2018	2019	2020	2021	Benchmark
Mathematics	41.6%	41.8%					61.1%
ELA/Literacy	53.0%	52.0%					68.7%

Benchmark: Mathematics - 61.1% of all students.² (by 2022)
ELA/Literacy – 68.7% of all students.² (by 2022)

Objective B: Implement multiple pathways to graduation

In order to implement multiple pathways to graduation, SDE will assert, provide and offer increased flexibility (alternative methods) for students to demonstrate competency in satisfying state and local graduation requirements. The Advanced Opportunities and GEAR UP programs will contribute to this strategy, as will targeted efforts for special education and gifted and talented students.

Performance Measures:

I. Percentage of students high school juniors and seniors participating in completing an advanced Advanced oOpportunityies (SDE Fast Forward Program only).

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark

N/A	29%	32%	47%	60%

Benchmark: 60% of students per year.[1] (by 2022)

GOAL 2
ALL EDUCATION STAKEHOLDERS IN IDAHO ARE MUTUALLY RESPONSIBLE FOR ACCOUNTABILITY AND STUDENT PROGRESS

Objective A: Increase district autonomy and ability to innovate

To implement this strategy, we recommend the Governor's Office, State Board of Education, and State Department of Education evaluate existing education laws and administrative rules and work with the Legislature to remove those which impede local autonomy, flexibility to adapt to local circumstances, and the ability of the schools to be agile, adaptive, innovative, and drive continuous improvement.

Performance Measures:

I. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.

Exam	FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
SAT	25.7%	25.2%	33.0%	32.0%	60%
ACT	34.0%	37.0%	36.8%	33.0%	60%

Benchmark: SAT – 60% of students.[1] (by 2023[1] 2024)(by 2022)
ACT – 60% of students.[1] (by 2023[1] 2024)(by 2022)

Objective B: *Establish a Mastery Education Network (TF 1*)*

Mastery education is being embraced by districts and schools across the country as a method of empowering learners, allowing more student voice and enabling students to learn at their own pace. At its core is the shift to learning as measured by a student's ability to demonstrate mastery, not seat time devoted to a subject or grade level. SDE will facilitate the creation of a voluntary network of schools that will begin to implement shifts toward mastery. During the first several years of this network, the state will convene these schools to learn from one another, support the schools where appropriate, learn from school innovations and best practices, and collect models for implementation to prepare for supporting additional schools in this shift. SDE will also investigate which state policies and rules impede a true mastery model, and work with state lawmakers to remove policy barriers to full implementation.

Performance Measures:

I. High school cohort graduation rate.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
84.1%	77.3%	78.9%	79.7%	95%

Benchmark: 95%[1,2](by 2022 2023)

Key External Factors
Movement toward meeting specified goals is contingent on efforts of state policy makers as well as the work taking place within the individual school districts and charter schools.

Evaluation Process
*denotes Governor's K-12 Task Force Recommendations by number

[1] Benchmarks are set based on State Board of Education Benchmarks
[2] Benchmarks are set based on *Idaho's Consolidated State Plan*, February 15, 2018

Appendix 1
Cybersecurity Plans As required by Executive Order 2017-02, the strategic plan should also include an update on the agency's adoption of the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of Center for Internet Security (CIS) Controls. This may be incorporated into the framework of the agency's strategic plan if the efforts fit within an agency goal, or may be included as an addendum. At a minimum, strategic plans should identify how the agency will comply with the first five CIS Controls by June 30, 2018. They should also report any progress already made toward these goals.

The State Department of Education has been working on proactive steps to mitigate cybersecurity risk. To increase the Department's capacity and ability to protect its systems and the data with which it is entrusted the Department has:

1. Hired a Security Coordinator to work on policy and implementation of security initiatives
2. Implemented cybersecurity awareness training for all SDE employees and initiated in-depth training for key personnel
3. Adopted the NIST Cybersecurity Framework as a guideline for securing critical systems
4. ~~Begun work~~ Worked to implement the first five Center for Internet Security Critical Security Controls (CIS Controls)
   a. Analyzed initial compliance with each of the 20 CIS Controls
   b. Drafted IT policy and adapted internal procedure to meet the first five CIS Controls
   c. Installed and adjusted hardware and software configurations to align with the first five CIS Controls

TechHelp Strategic Plan
2019 – 2023

MISSION STATEMENT

TechHelp will be a respected, customer-focused, industry recognized organization with strong employee loyalty, confidence of its business partners and with the resources and systems in place to achieve the following sustained annual results in 2021:

- *80 manufacturers reporting $100,000,000 economic impact*
- *180 jobs created*
- *> $20,000 and < $50,000 Net Income*

VISION STATEMENT

TechHelp is Idaho's Manufacturing Extension Partnership (MEP) center. Working in partnership with the state universities, we provide assistance to manufacturers, food and dairy processors, service industry and inventors to grow their revenues, to increase their productivity and performance, and to strengthen their global competitiveness.
"Our identity is shaped by our results."

GOAL 1

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.

Objective A: *Offer technical consulting services and workshops that meet Idaho manufacturers' product and process innovation needs.*

Performance Measure:

I.   *Client reported economic impacts (sales, cost savings, investments and jobs) resulting from projects*

FY15 (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**Benchmark**
$34,142,000/154 New Jobs	$182,258,168/340 New Jobs	$33,022,678/100 New Jobs	$33,726,818/70 New Jobs	$100,000,000/180 New Jobs

Benchmark: *Reported cumulative annual impacts improve by five percent over the prior year achieving $100,000,000 and 180 new jobs annual reported impact by 2021[i].*

Objective B: *Offer a range of services to address the needs of Small, Rural, Start-up and Other manufacturers Idaho.*

Performance Measure:

I. *Number of impacted clients categorized as Small, Rural, Start-up and Other as reported in the MEP MEIS system*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017) Q1-Q3	FY18 (Q2 2017- Q1 2018)	Benchmark
N/A	N/A	N/A	17 Small	35 Small	15 Small
N/A	N/A	N/A	39 Rural	42 Rural	20 Rural
N/A	N/A	N/A	4 Start-Up	17 Start-up	10 Start-up
N/A	N/A	N/A	25 Other	23 Other	35 Other

Benchmark: Number of clients served by category exceeds MEP goal as follows by 2021[ii]:

15 Small,

20 Rural,

20 Start-up,

35 Other

Objective C: *Ensure manufacturing clients are satisfied with services.*

Performance Measure:

I. *Customer satisfaction reported on MEP survey*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
10 out of 10	9 out of 10	9 out of 10	9.6 out of 10	8 out of 10

Benchmark: Customer satisfaction score is consistently > 8 out of 10[iii]

Goal 2

Operational Efficiency – Make efficient and effective use of TechHelp staff, systems, partners and third parties, and Advisory Board members.

Objective A: *Increase the number of client projects and events.*

Performance Measure:

I. *State dollars expended per project/event*

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
$1,769	$1,139	$774	$920	> Prior year's total

Benchmark: Dollars per project/event expended is less than prior year's total[iv]

Objective B: *Offer services to numerous Idaho manufacturers.*

Performance Measure:

I. Number of impacted clients per $ Million federal investment as reported on MEP sCOREcard[v]

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
45 Clients Surveyed	56 Clients Surveyed	69 Clients Surveyed	81 Clients Surveyed	80 Clients Surveyed

Benchmark: Number of clients served exceeds federal minimum with a goal of 80 clients surveyed (i.e.,110 clients per $ Million) by 2021[vi]

Goal 3
Financial Health – Increase the amount of program revenue and the level of external funding to assure the fiscal health of TechHelp.

Objectives A: *Increase total client fees received for services.*

Performance Measure:
I.   ***Gross and Net revenue from client projects***

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018	Benchmark
$668,217	$615,117	$593,940	$576,890	$1,200,000 gross annually
$354,763	$454,672	$409,175	$391,904	$700,000 net annually

Benchmark: Annual gross and net revenue exceeds the prior year by five percent achieving $1,200,000 gross and $700,000 net annually be 2021[vii]

Objectives B: *Increase external funding to support operations and client services.*

Performance Measure:
I.   ***Total dollars of non-client funding (e.g. grants) for operations and client services.***

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018	Benchmark
$825,000	$910,236	$885,236	$885,236	$1,300,000

Benchmark: *Total dollars of non-client funding for operations and client services exceed the prior year's total achieving $1,300,000 by 2021[viii].*

Key External Factors
I.   State Funding:
Nationally, state funding is the only variable that correlates highly with the performance of the Manufacturing Extension Partnership centers. State funding is subject to availability of state revenues as well as gubernatorial and legislative support and can be uncertain.

II. Federal Funding:
The federal government is TechHelp's single largest investor. While federal funding has been stable, it is subject to availability of federal revenues as well as executive and congressional support and can be uncertain.

III. Economic Conditions:
Fees for services comprise a significant portion of TechHelp's total revenue. We are encouraged by current economic activity and believe it will support the ability of Idaho manufacturers to contract TechHelp's services.

Evaluation Process

The TechHelp Advisory Board convenes its membership, which is made up of representatives from leaders of manufacturing companies, professional services companies, and Idaho's three universities, to review and recommend changes to the center's planning, client services and strategic plan. Recommendations are presented to the Advisory Board and the Executive Director for consideration. Additionally, as part of the NIST MEP cooperative agreement, the Advisory Board reviews and considers inputs that affect its strategic plan. Plan changes may be brought to the Advisory Board or TechHelp leadership and staff during the year. Review and re-approval occurs annually and considers progress towards performance measure goals, which are formally reviewed quarterly.

Performance towards meeting the set benchmarks is reviewed and discussed quarterly at both TechHelp staff meetings and at Advisory Board Meetings. The Advisory Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained strategic pan.

[i] This benchmark is based on current and projected resources and established best practices based on those resources.
[ii] This benchmark is based on current and projected resources, resource geographic location and established best practices based on those resources.
[iii] This benchmark is based on analysis of customer survey feedback for types of services offered.
[iv] This benchmark is based on analysis of available resources, types of services and program investment.
[v] Methodology using a balanced scorecard.
[vi] This benchmark is based on federal requirements and projections of federal investment.
[vii] This benchmark is based on existing average performance levels and a 5% annual increase.
[viii] This benchmark is based on existing average performance levels and a 5% annual increase.

IDAHO SMALL BUSINESS DEVELOPMENT
STRATEGIC PLAN
2019 – 2023

EMPOWERING BUSINESS SUCCESS

MISSION STATEMENT

To enhance the success of small businesses in Idaho by providing high-quality consulting and training, leveraging the resources of colleges and universities.

VISION STATEMENT

Idaho SBDC clients are recognized as consistently outperforming their peers.

GOAL 1 - Maximum Client Impact

Focus time on clients with the highest potential for creating economic impact.

Objective A: Develop long-term relationships with potential and existing growth and impact clients.

Performance Measures:

I. *Percent of hours with clients with recorded impact*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
49%	54%	52%	34%	70%

Benchmark: 70%[1] (by 2022)

II. *Capital raised by clients in millions*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
$24.3	$31.6	$33.9	$49.0	$40.6

Benchmark: $40.6 million[2] (by FY 2022)

III. *Client sales growth in millions*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
$33.7	$47.1	$52.0	$46.0	$56.6

Benchmark: $56.6 million[3] (by FY 2022)

IV. *Jobs created by clients*

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
429	708	871	747	900

Benchmark: 900[4] (by FY 2022)

Objective B: Expand expertise available to clients through cross-network consulting, adding programs, using tools, and increasing partnerships.

Performance Measures:
I.   *Per cent of cross-network consulting hours (new metric)*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			0.4%	10%

   Benchmark: 10%[5] (by FY 2022)

GOAL 2 – Strong Brand Recognition

Increase brand recognition with stakeholders and the target market.

Objective A: Create statewide marketing plan and yearly marketing matrix to provide consistent voice and message.

Performance Measures:
I.   *Yearly marketing plan created and distributed*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			In progress	completion

   Benchmark: [6] (by FY 2022)

II.   *# of training hours*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
11,390	11,231	11,793	11,795	14,944

   Benchmark: 14,944[7] (by FY 2022)

Objective B: Create and implement a brand awareness survey.

Performance Measures:
I.   *Baseline awareness being established*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			In progress	TBD

   Benchmark: established in FY18[8] (by FY 2022)

GOAL 3 – Increase Resources

Increase funding and consulting hours to create economic impact through increased client performance.

Objective A: Bring additional resources to clients through partnerships, students, and volunteers.

Performance Measures:
I.   *% client referrals from partners*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			11%	TBD

   Benchmark: TBD[9] (by FY 2022)

Objective B: Seek additional funding for Phase 0 program and to locate PTAC consultants in north and east Idaho.

Performance Measures:

II.   Amount of funding

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			$74,000	$100,000

Benchmark: $100,000[10] (by FY 2020)

GOAL 4 – Organizational Excellence

Ensure the right people, processes and tools are available to deliver effective and efficient services.

Objective A: Implement professional development certification on Global Classroom.

Performance Measures:

I.   % of employees meeting certification and recertification requirements

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			80% complete	100%

Benchmark: 100%[11] (by FY 2018)

II.   Return on Investment

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
4:1	2:1	5:1	8:1	7:1

Benchmark: 6:1 average over rolling 5 years[12] (by FY 2020)

III.   Overall customer satisfaction rating (source of data being changed)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
				4.6

Benchmark: 4.6[13] (yearly)

Objective B: Deliver monthly internal trainings to increase expertise and share best practices.

Performance Measures:

I.   Rating of consultant skill adequacy (new metric)

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
			4.9	4.6

Benchmark: 4.6[14] (yearly)

Key External Factors

The Idaho SBDC is part of a national network providing on-cost consulting and affordable training to help small business grow and thrive in all U.S. states and territories. The network has an accreditation process conducted every five years to assure continuous improvement and high quality programs.   The accreditation standards, based on the Malcolm Baldrige Quality Standards, cover six key areas:

- Leadership
- Strategic Planning
- Stakeholder and Customer Focus
- Measurement, Analysis and Knowledge Management
- Workforce Focus

- Operations Focus

The Idaho SBDC also achieved accreditation of its technology commercialization program – one of 15 SBDC's out of 63 networks – in 2014 and continues to offer technology commercialization assistance to entrepreneurs, existing companies, and colleges/universities. Maintaining this accreditation is a continuing focus.

Evaluation Process

Funding is received from the U.S. Small Business Administration (SBA), the State of Idaho through the State Board of Education, and Idaho's institutes of higher education who host six outreach offices to cover all 44 Idaho counties. Needs and requirements from a three key stakeholders are considered on a yearly basis and incorporated into the Idaho SBDC's strategic plan. Strategic planning is an on-going process with a yearly planning session conducted in an all-staff meeting in the Spring each year and progress tracked through a Fall all-staff meeting and two other conference calls. Performance metrics are required by SBA and also the accreditation process. A statewide Advisory Council composed of small businesses and stakeholder representatives meets four times per year and contributes to the strategic plan.

Progress on many of the performance measures versus goals are located on a dashboard in the Idaho SBDC's client management system so that all staff understand the expectations and progress. Goals are reviewed at least twice a year during a monthly video conference with regional directors and program managers. Measures that are not part of the dashboard are calculated and reported to the State Board of Education.

[1] Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact – 20% increase in hours with impact clients in 5 years.
[2] Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact and a 20% increase in the average of the last 3 years.
[3] Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact and a 20% increase in the average of the last 3 years.
[4] Benchmark is set based on an analysis of historical trends and available resources and a commitment to maximum client impact and a 20% increase in the average of the last 3 years.
[5] Mechanism to measure is being developed.
[6] Completing of marketing plan and yearly marketing calendar
[7] Benchmark is set based on an analysis of historical trends and available resources and the use of training programs to increase awareness.
[8] A process is being developed to set a baseline. A goal will be set in FY19.
[9] Benchmark is being set by adjusting the list of partners and making the field mandatory. Baseline will be set in FY19 and benchmark projected.
[10] Benchmark was set by calculating the demand for Phase 0 funding and for support of a half-time person in north Idaho and a half-time person in east Idaho.
[11] All employees should be certified within 6 month of start date and obtain 1 hour of certification for each hour worked/week (40 hours of yearly professional development for a full-time person).
[12] Based on 30% increase of the average of the past 3 years and is measured as a 3 year rolling average.
[13] Based historical data and is a combination of the average of the overall satisfaction from the initial survey, 120-day survey, and annual survey - on a scale of 1-5 with 5 being the highest rating.
[14] Based historical data and is a combination of the average of the skills assessment from the initial survey, 120-day survey, and annual survey - on a scale of 1-5 with 5 being the highest rating.

Institution/Agency Goals and Objectives	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM	Goal 5:
State Board of Education Goals					
GOAL 1: MAXIMUM CLIENT IMPACT Focus consulting time on clients with the highest potential for creating economic impact.					
Objective A: Develop long-term relationships with potential and existing growth and impact clients.	✓	✓	✓		
Objective B: Expand expertise available to clients through cross-network consulting, adding programs, using tools, and increasing partnerships.	✓	✓			
GOAL 2: STRONG BRAND RECOGNITION Increase brand recognition with stakeholders and the target market.					
Objective A: Create statewide marketing plan and yearly marketing matrix to provide consistent voice and message.		✓	✓		
Objective B: Create and implement a brand awareness survey.		✓			
GOAL 3: INCREASE RESOURCES Increase funding and other resources to serve Idaho's small businesses and create economic impact.					
Objective A: Bring additional resources to clients through partnerships, students, and volunteers.		✓			

Objective B: Seek additional funding for Phase 0 program and to locate PTAC consultants in north and east Idaho.		✓			
GOAL 4: ORGANIZATIONAL EXCELLENCE Ensure the right people, processes and tools are available to deliver effective and efficient services.					
Objective A: Implement professional development certification on Global Classroom.		✓		✓	
Objective B: Deliver monthly internal trainings to increase expertise and share best practices.		✓		✓	

Family Medicine Residency of Idaho, Inc.

FAMILY MEDICINE RESIDENCY
— OF IDAHO —

FY 2019~~8~~ – 2023~~2~~
Strategic Plan

MISSION STATEMENT
Train outstanding broad spectrum family medicine physicians to work in underserved and rural areas while serving the vulnerable populations of Idaho with high quality, affordable care provided in a collaborative work environment~~Train outstanding broad spectrum family medicine physicians to work in underserved and rural areas. Serve the vulnerable populations of Idaho with high quality, affordable care provided in a collaborative work environment.~~

VISION STATEMENT
A vibrant, nationally recognized teaching health center providing exceptional, comprehensive, person-centered care.~~To improve the health care for Idaho and beyond by producing outstanding family medicine physician leaders for their communities.~~

GOAL 1: Family Medicine Workforce
   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.

   1.1. Core Program – Boise
       1.1.1. Maintain resident class size of 11-11-11
           1.1.1.1.   Raymond (11-5-5)
           1.1.1.2.   Fort (0-2-2)
           1.1.1.3.   Emerald (0-2-2)
           1.1.1.4.   Meridian (0-2-2)
   1.2. Rural Training Tracks
           1.2.1.1.   Caldwell (3-3-3)
           1.2.1.2.   Magic Valley (2-2-2)
   1.3. Fellowships
           1.3.1.1.   Sports Medicine (1)
           1.3.1.2.   HIV Primary Care (1)
           1.3.1.3.   Geriatrics (1)
           1.3.1.4.   OB (1)
   1.4 Core Program – Nampa
           1.4.1   Will look to open new Family Medicine Residency Program in Nampa on July 1, 2019 with resident class size of 6 per class (6-6-6)

Objective A: To recruit outstanding medical school students to FMRI for family medicine residency education, this includes recruitment to the rural training tracks and fellowships. The FMRI maintains an outstanding national reputation for training family physicians, participates in national recruitment of medical students, participates in training of medical students in Idaho and participates actively in the recruitment, interview and selection process to match outstanding candidates for its programs.

Performance Measures:

I. *FMRI will track how many students match annually for residency training in family medicine at FMRI.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
16/16 = 100%	16/16= 100%	16/16= 100%	16/16= 100%	16/16= 100%	100%

Benchmark: One hundred percent of all resident positions and over 50 percent of all fellow positions matched per year. This measure reflects the national standard of excellence in residency accreditation and capacity within the fellowships.

Objective B: To graduate fully competent family physicians ready to practice independently the full scope of family medicine. This is achieved through curriculum and experiential training which reflects the practice of family medicine in Idaho, including training in rural Idaho communities.

Performance Measures:

II. *FMRI will track the ABFM board certification rates of the number of graduates per year from FMRI.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	N/A	>95%

Benchmark: FMRI will attain a 95 percent ABFM board certification pass rate of all family physicians and fellows per year from the program. This is a measure commensurate with the accreditation standard for family medicine residency programs.

Objective C: To keep as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.

Performance Measures:

III. *FMRI will encourage all graduates (residents and fellows) to practice in Idaho and track how many remain in Idaho.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
47%	43%	47%	56%	50%	>50%

Benchmark: 50 percent retention rate of graduates to practice in Idaho. This measure reflects an outstanding benchmark well above the state median for retention of physicians retained from GME.

Objective D: To produce as many family physicians as possible to practice in rural or underserved Idaho. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of both rural and underserved Idaho, education reflective of the needs and opportunities in rural and underserved practices in Idaho, and dedicated role models in guiding graduates in making practice locations decisions to care for rural and underserved populations of patients. The curriculum intentionally involves direct care of rural and underserved populations throughout the course of residency training.

Performance Measures:
IV.   *Of those graduates staying in Idaho, FMRI will track how many stay in rural or underserved Idaho.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
43%	50%	75%	100%	<u>51%</u>	40%

 Benchmark: 40 percent of graduates staying in Idaho will be practicing in rural or underserved Idaho. This measure demonstrates an exceptional commitment of the program and its graduates to serving rural and underserved populations in particular.

Objective E: To begin a new family medicine residency program in Nampa, Idaho with 6 family medicine residents per class.

Performance Measures:
V.   *To have the first class of 6 family medicine residents start on July 1, 2019.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
N/A	N/A	N/A	N/A	<u>N/A</u>	100%

 Benchmark: To fill the first class of 6 family medicine residents on July 1, 2019.

GOAL 2: Patient Care | Delivery | Service
Serve the citizens of Ada County and surrounding areas in a high-quality Patient Centered Medical Home.

 2.1 All FMRI clinics where resident education is centered will attain and maintain National Committee on Quality Assurance (NCQA), Level III Patient Centered Medical Home (PCMH) recognition.
 2.2 All FMRI clinics will utilize Meaningful Use criteria in using the Electronic Medical Records (EMR).
 2.3 FMRI will maintain a 340b Pharmacy, with expanded access for our patients via expanded hours and utilize Walgreen's and other local pharmacy collaborations.

Objective A: To maintain recognition NCQA Level III PCMH. Maintenance of NCQA recognition is on a 3 year cycle.

Performance Measures:

I.   *All FMRI clinics where resident continuity clinics reside will maintain Level III PCMH's and we will apply for NCQA recognition for our other two clinics.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	100%	100%

Benchmark: Maintain 100% NCQA designation as a Level III PCMH at all FMRI clinics where resident continuity clinics reside. NCQA recognition is the national standard for PCMH recognition.

Objective B: All FMRI clinics using Meaningful Use Electronic Medical Records. We are tracking the meaningful use objectives and measures and are assuring that all the providers at FMRI are meeting these.

Performance Measures:

II.   *All FMRI clinics using Meaningful Use EMR criteria.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	100%	100%

Benchmark: Implement Meaningful Use EMR at all clinics. Meaningful Use EMR is necessary for coordinated and integrated care as part of NCQA recognition and good patient care. Medicaid Provider Meaningful Use Incentive program is necessary for compliance.

Objective C: Maintenance and expansion of FMRI 340b pharmacy services. We have expanded our pharmacy hours to help patient access as well as the Walgreens and other pharmacy collaboration.

~~**Performance Measures:**~~

~~III.   Maintain 340b pharmacy services , with expanded access for our patients via extended pharmacy hours and the Walgreen's pharmacy collaboration~~

~~FY14 (2013-2014)~~	~~FY15 (2014-2015)~~	~~FY16 (2015-2016)~~	~~FY17 (2016-2017)~~	~~FY18 (2017-2018)~~	~~Benchmark~~
~~Not Available~~	~~Available~~	~~Available~~	~~Available~~		~~Available~~

~~**Benchmark:** 340b pharmacy available for all FMRI patients, with expanded access for our patients via extended hours and the Walgreen's and other pharmacy collaboration.~~

GOAL 3: Education
To provide an outstanding family medicine training program to prepare future family medicine physicians.

   3.1 All FMRI programs maintain Accreditation Council for Graduate Medical Education (ACGME) accreditation where appropriate.
   3.2 All FMRI programs maintain integrated patient care curriculum and didactics.

3.3 All FMRI programs maintain enhanced focus on research and scholarly activities.

3.4 FMRI programs have a quality and patient safety curriculum for clinical learning environments.

3.5 FMRI demonstrates mastery of the New Accreditation System (NAS) of the ACMGE.

~~**Objective A:** To create an exceptionally high quality medical education environment to train future family physicians. All FMRI residents and fellows serve Idaho patients as a integral part of the educational process. Educational milestones and national standard measures are used to demonstrate competencies and excellence. All FMRI programs are in a process of continual improvement and measured for markers of success as a part of local oversight and national accreditation.~~

~~**Performance Measures:**~~

~~I.~~   ~~A.   *Track successful completion of American Board of Family Medicine (ABFM) Board certification examination scores for all program graduates.*~~

~~B.   *Track performance on American Board of Family Medicine (ABFM) Annual In-Service Training Examination.*~~

~~FY14 (2013-2014)~~	~~FY15 (2014-2015)~~	~~FY16 (2015-2016)~~	~~FY17 (2016-2017)~~	~~FY18 (2017-2018)~~	~~Benchmark~~
~~100%~~	~~100%~~	~~100%~~	~~100%~~		~~>95%~~
~~94%~~	~~96%~~	~~97.2%~~	~~98%~~		~~>50%~~

~~**Benchmark:**~~

~~A.   At least 95 percent of all program graduates become ABFM Board certified.~~

~~B.   FMRI program performance above the national average (>50 percent) on an annual National In-Training Exam. This is a national standard and interval measure of trainee success in mastery in Family Medicine.~~

Objective A~~B~~: FMRI will maintain full accreditation with Accreditation Council of Graduate Medical Education (ACGME) and its Residency Review Committee for Family Medicine (RRC-FM). This is a marker of certification and excellence for accredited programs.

Performance Measures:

~~II.~~I.   ***FMRI will track its accreditation status and potential citations.***

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	100%	100%

Benchmark: Maintain 100 percent full and unrestricted ACGME program accreditation for all programs as appropriate. This measure meets the ideal goal for the FMRI programs.

Objective B~~C~~: FMRI will maintain all ACGME accreditation requirements in the New Accreditation System (NAS) including a Clinical Competency Committee (CCC), Annual Program Evaluations (APE), Annual Institutional Review (AIR), and Clinical Learning Environment Review (CLER). This set of goals is met through oversight of each FMRI program by the FMRI Graduate Medical Education Committee on an ongoing basis.

Performance Measures:

III.II. *FMRI will track its NAS CCC, APE, AIR and CLER goals.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
N/A	100%	100%	100%	100%	100%

    Benchmark: Maintain 100 percent monitoring for all programs as appropriate. This measure meets the ideal goal for the FMRI programs.

GOAL 4: Faculty

FMRI has a diverse team of faculty that provides rich training environments, who are tremendously dedicated and committed to family medicine education, and enjoy working with family medicine residents and caring for our patients.

    Continued expansion of faculty.

    4.1 Continue to provide faculty development fellowship opportunities at the University of Washington.

Objective A: Continue expansion of dedicated and committed family medicine faculty. Targeted recruiting of full spectrum family medicine faculty through local, alumni resource, regional and national recruiting efforts.

Performance Measures:

I. *Hire sufficient number of family medicine faculty.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Less than sufficient	Less than sufficient	Less than sufficient	Less than sufficient		Sufficient

    Benchmark: Sufficient numbers of family medicine faculty hired. This measure is based on projected need in consideration of availability of future resources.

Performance Measures:

II.I. *One faculty member per year at the UW Faculty Development Fellowship.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
One	One	One	One	N/A	One

    Benchmark: One per year. This measure meets the ideal goal for the FMRI programs.

GOAL 5: Rural Outreach

The three pillars of FMRI's rural outreach are to provide education to students, residents and rural providers, to provide service and advocacy for rural communities and foster relationships that will help create and maintain the workforce for rural Idaho.

5.1 Increase to 35 rural site training locations.

Objective A: To maintain 35 rural site training locations in Idaho. This goal is met though growing partnerships with communities resulting in development of additional rotations in rural Idaho.

Performance Measures:

~~III.~~II.   *Maintain 35 rural site training locations*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
N/A	31	34	34 With active PLA's; In process of developing Driggs for 35	39	35

Benchmark: Maintain 35 sites. This measurement is based upon standing agreements with resident rotation sites.

Key External Factors

1. Funding: The Family Medicine Residency of Idaho (FMRI) and its operations are contingent upon adequate funding. For fiscal 2018~~7~~, approximately 59~~5~~% of revenues were generated through patient services (including pharmacy), ~~25~~18% were derived from grants and other sources, and 23~~0~~% came from contributions (excluding in-kind contributions for facility usage and donated supplies). Contributions include Medicare GME dollars and other amounts passed through from the area hospitals, as well as funding from the State Board of Education. Grant revenue is comprised primarily of federal or state-administered grants, notably a Consolidated Health Center grant, Teaching Health Center grant, and grants specific to HIV, TB and refugee programs administered by the FMRI.

2. Teaching Health Center (THC) Grant Funding: The FMRI received grant funding through the THC-GME program of the Affordable Care Act (ACA) in fiscal 2012 to fund six residents annually in family medicine training. This expansion increased the overall FMRI class size by two residents per class (total of six in the program representing the three classes). At this time, it is believed this funding will continue through fiscal 2017 due to the passage of the Medicare Access and CHIP Reauthorization Act of 2015 (MACRA). Award amounts will be dependent on the unused funds from the previous program years but are expected to be similar to fiscal 2016 awards. This funding is expected to stop on September ~~2017~~2019.

3. Hospital Support: FMRI requires contributions from both Saint Alphonsus and St. Luke's Health Systems in regards to Medicare DME/IME pass through money. This is money given through the hospitals to the Residency by the federal government in the form of Medicare dollars to help with our training. In addition, the hospitals both have additional contributions that are essential to FMRI's operations. The Hospitals have become progressively strapped financially and have not increased payment for the last 5 years.

4. <u>Medicaid/Medicare</u>: FMRI requires continued cost-based reimbursement through our Federally Qualified Health Center (FQHC) designation model for Medicaid and Medicare patients. This increased reimbursement funding is critical to the financial bottom line of the Residency. Medicaid and Medicare should continue its enhanced reimbursement for Community Health Centers and Federally Qualified Health Centers into the future. The new Presidents administration may have a disastrous impact on Medicaid.

5. <u>Federally Qualified Health Center (FQHC) and Teaching Health Center Designations</u>: FMRI must maintain its FQHC and Teaching Health Center designations and advocate for continued medical cost reimbursement. In late October 2013, FMRI became a Section 330 New Access Point grantee with the addition of the Kuna clinic and Meridian Schools clinic and the expansion of the Meridian clinic. Currently, all ~~six~~ eight of FMRI's outpatient clinics received the FQHC designation. FQHC grant funding represented approximately 5% of fiscal ~~2016~~ 2017 funding. ~~FMRI will look to add two additional FQHC sites in FY 2018.~~

6. <u>Legislation/Rules</u>: The Idaho State Legislature's support of FMRI's request for state funding is critical to the ongoing success of FMRI as it provides essential financial resources for the FMRI's continued residency training program. The total funding FMRI received from the state in FY 201~~6~~7 was $~~1,529,700~~1,530,000. This was increased for FY 201~~8~~9 to $~~3,029,700~~3,270,000 to provide for the new Family Medicine Residency in Nampa as well as the FMRI's four fellowship programs and a new Rural Training Track in the future.

7. <u>Governor's Support</u>: Governor C.L. "Butch" Otter continued his strong support for FMRI and graduate medical education training by recommending an increase in funding for graduate medical education training in general and FMRI funding in particular as noted above. <u>The upcoming election of a new Governor will be important for ongoing support of our key programs and initiatives.</u>

Evaluation Process
A clear, specific and measurable methodology of setting goals around workforce education, patient care, faculty and rural outreach will be used. This will help both the FMRI and SBOE stay on a clear path for success with the FMRI program.

Appendix 1

Institution/Agency Goals and Objectives	Family Medicine Residency Goals				
	Goal 1: Family Medicine Workforce	Goal 2: Patient Care / Delivery / Service	Goal 3: Education	Goal 4: Faculty	Goal 5: Rural Outreach
GOAL 1: Family Medicine Workforce 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.					
Objective A: To recruit outstanding medical school students to FMRI for family medicine residency education, this includes recruitment to the rural training tracks and fellowships. The FMRI maintains an outstanding national reputation for training family physicians, participates in national recruitment of medical students, participates in training of medical students in Idaho and participates actively in the recruitment, interview and selection process to match outstanding candidates for its programs.	✔	✔	✔		
Objective B: To graduate fully competent family physicians ready to practice independently the full scope of family medicine. This is achieved through curriculum and experiential training which reflects the practice of family medicine in Idaho, including training in rural Idaho communities.	✔		✔		✔
Objective C: To keep as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.	✔	✔			✔
Objective D: To produce as many family physicians as possible in Idaho after residency and fellowship graduation. This is done through the recruitment process for residents and fellows, the intentional curriculum design to meet the needs of Idaho, programming and education reflective graduates in making practice location decisions.	✔				✔
GOAL 2: Patient Care | Delivery | Service Serve the citizens of Ada County and surrounding areas in a high-quality Patient Centered Medical Home.					
Objective A: To maintain recognition NCQA Level III PCMH. Maintenance of NCQA recognition is on a 3 year cycle.		✔	✔		

Objective B: All FMRI clinics using Meaningful Use Electronic Medical Records. We are tracking the meaningful use objectives and measures and are assuring that all the providers at FMRI are meeting these.		✔	✔		
~~***Objective C:*** Maintenance and expansion of FMRI 340b pharmacy services. We have expanded our pharmacy hours to help patient access as well as the Walgreens and other pharmacy collaboration.~~		✔			
GOAL 3: Education To provide an outstanding family medicine training program to prepare future family medicine physicians.					
~~***Objective A:*** To create an exceptionally high quality medical education environment to train future family physicians. All FMRI residents and fellows serve Idaho patients as an integral part of the educational process. Educational milestones and national standard measures are used to demonstrate competencies and excellence. All FMRI programs are in a process of continual improvement and measured for markers of success as a part of local oversight and national accreditation.~~			✔		
Objective ~~B~~A: FMRI will maintain full accreditation with Accreditation Council of Graduate Medical Education (ACGME) and its Residency Review Committee for Family Medicine (RRC-FM). This is a marker of certification and excellence for accredited programs.			✔		
Objective ~~C~~B: FMRI will maintain all ACGME accreditation requirements in the New Accreditation System (NAS) including a Clinical Competency Committee (CCC), Annual Program Evaluations (APE), Annual Institutional Review (AIR), and Clinical Learning Environment Review (CLER). This set of goals is met through oversight of each FMRI program by the FMRI Graduate Medical Education Committee on an ongoing basis.			✔		
GOAL 4: Faculty FMRI has a diverse team of faculty that provides rich training environments, who are tremendously dedicated and committed to family medicine education, and enjoy working with family medicine residents and caring for our patients.					
Objective A: Continue expansion of dedicated and committed family medicine faculty. Targeted recruiting of full spectrum family medicine faculty through local, alumni resource, regional and national recruiting efforts.			✔	✔	

GOAL 5: **Rural Outreach** The three pillars of FMRI's rural outreach are to provide education to students, residents and rural providers, to provide service and advocacy for rural communities and foster relationships that will help create and maintain the workforce for rural Idaho.					
Objective A: To maintain 35 rural site training locations in Idaho. This goal is met though growing partnerships with communities resulting in development of additional rotations in rural Idaho.	✔		✔		✔

ISU Department of Family Medicine
Strategic Plan 2019-2023

MISSION STATEMENT
Idaho State University Family Medicine Residency is committed to interdisciplinary, evidence-based care and service to our patients and community, university-based education of residents & students, and recruitment of physicians for the State of Idaho.

VISION STATEMENT
Idaho State University Family Medicine Residency (ISU FMR) envisions a clinically rich residency program; graduating courteous, competent, rural physicians.

GOAL 1
Access – Recruitment of physicians for Idaho

Objective A: Ensure national reputation and online national exposure to maintain a high number of high caliber applicants to ISU Family Medicine Residency.
Performance Measures:
High application rate and interview rate.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
--	709 applications	825 applications	824 application	>200 applications
69 interviews	78 interviews	90 interviews	76 interviews	>70 interviews

Benchmark: Applicant rate should be above 200 and interview rate should be 10 times the number of resident positions, or above 70 applicants per year.

Objective B: Match successfully each year through the Electronic Residency Application System.
Performance Measures:
Successful match each March.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
7	7	7	7	7

Benchmark: Initial 100% fill rate for 7 slots, 0% SOAP

Objective C: Structure the program so that 50% of graduates practice in Idaho.
Performance Measures:
Percent of graduates practicing in Idaho.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
86%	43%	86%	33%	≥50%

Benchmark: at least a 50% rate of graduates practice in Idaho

Objective D: Train and encourage residents to settle and serve in rural and underserved locations.
Performance Measures:
Percent of graduates practicing in rural and underserved areas.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
43% rural	48% rural	57% rural	33% rural	≥75%
100%underserve	86% underserved	57% underserved	67% underserved	

Benchmark: 75% of graduates practice in rural or underserved areas

GOAL 2
Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research.

Objective A: Prepare and ensure the residents are educated to become board certified in family medicine.
Performance Measures:
Number of residents who take the American Board of Family Medicine exam within one year of training.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
7	7	7	7	7

Benchmark: 95% of residents take the ABFM exam within one year.

Objective B: Achieve a high board examination pass rate.
Performance Measures:
Board examinations passed.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	100%	90%

Benchmark: 90% of graduates passed the ABFM exam in the last five years.

Objective C: Achieve high resident quality improvement rate.
Performance Measures:
Number of quality improvement projects.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
7	7	7	7	≥90%

Benchmark: 90% of residents will complete a quality improvement project in PGY2 or PGY3.

Objective D: Achieve a high scholarly activity rate.
Performance Measures:
Scholarly department output.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
31	26	9	23	

Benchmark: Number of scholarly activities publications & presentations.

GOAL 3
Efficiency – Improve long-term financial viability of the department/residency program.

Objective A: Maintain the best operational and financial structure to maximize funding streams and clinical revenues.
Performance Measures:
Maintain the new access point for Health West Pocatello Family Medicine.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Complete	Complete	Complete	Complete	Complete

Benchmark: Complete and maintain affiliation agreement.

Objective B: Transition residency program through change in ownership and administration of Portneuf Medical Center
Performance Measures:
Level of support from PMC for ISU Family Medicine

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
Complete	Complete	Complete	Complete	Complete

Benchmark: Complete affiliation agreement with negotiated and maintained financial and programmatic support

Objective C: Maintained GME reimbursement
Performance Measures:
GME dollars reimbursed through cost reports

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
$2.5M	$2.6M	$2.7M	$2.6M	$2.6 M
19.1 FTE	18.5	18.5	17.0	18.5 / 21 FTE

Benchmark: Maximize GME reimbursement per FTE

Objective D: Additional funding streams
Performance Measures:
Identify and maintain additional funding streams

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
3	4	3	2	≥2 per year

Benchmark: Awarded two new grants per year.

Key External Factors
1. **Access – Recruitment of physicians for Idaho.**
   a. Number of applicants depends upon the pool of medical students choosing family medicine.
   b. Number of applicants who match in the program is dependent on multiple factors including geographic ties and choice.
   c. Number of residents settling in rural locations and in Idaho is dependent on freedom from other commitments such as loan repayment, military service, and service obligations to other states.

2. **Quality – Sustain and continuously improve medical care for Idaho citizens through education, quality improvement, and clinical research.**
   a. Board examination pass rates are set nationally.
   b. For quality projects, we are dependent on the efficiency of data base retrieval systems.
   c. For medical research projects, we are dependent on external funding opportunities that vary nationally over time.

3. **Efficiency- Improve the Long-term financial viability of the department/residency program.**
   a. Health West Board decisions.
   b. Parent Legacy corporate decisions regarding PMC.
   c. National decisions regarding payment for graduate medical education.

Evaluation Process

ISU Family Medicine utilizes yearly department Strategic planning and holds monthly Program Evaluation Committee Meetings to help establish and revise the goals and objectives of the residency.

Idaho Dental Education Program
S T R A T E G I C   P L A N
2019 – 2023

MISSION STATEMENT
The Mission of the Idaho Dental Education Program is to provide Idaho residents with access to quality educational opportunities in the field of dentistry. We provide Idaho with outstanding dental professionals through a combination of adequate access for residents and the high quality of education provided. The graduates of the Idaho Dental Education Program will possess the ability to practice today's dentistry. Furthermore, they will have the background to evaluate changes in future treatment methods as they relate to providing outstanding patient care.

VISION STATEMENT
The Idaho Dental Education Program envisions an elite educational program; graduating competent and ethical dentists who benefit the residents of Idaho as professionals.

Goal 1: Provide access to a quality dental education for qualified Idaho residents

Objective A: Access - Provide dental education opportunities for Idaho residents

Performance Measures:
I.   **Contract for 4-year dental education for at least 8 Idaho residents**

2014	2015	2016	2017	Benchmark
Yes	Yes	Yes	Yes	Yes

   Benchmark: Contract in place with Creighton University School of Dentistry or another accredited dental school.

II.   **Number of students in the program per year**

2014	2015	2016	2017	Benchmark
8	8	8	8	10

   Benchmark: Increase the number of students in the program per year to 10.

Objective B: Quality education – Deliver quality teaching to foster the development of students within the program.

Performance Measures:
I.   **First time pass rate of National Dental Boards Part I**

2014	2015	2016	2017	Benchmark
100%	100%	100%	100%	>85%

   Benchmark: Pass rate will meet or exceed 85%

II.   **First time pass rate of National Dental Boards Part II**

2014	2015	2016	2017	Benchmark
100%	100%	100%	100%	>85%

Benchmark: Pass rate will meet or exceed 85%

III. **First time pass rate of Clinical Board Exam**

2014	2015	2016	2017	Benchmark
100%	100%	100%	100%	>85%

Benchmark: Pass rate will meet or exceed 85% on clinical board exam necessary for licensure in Idaho.

Goal 2: Maintain some control over the rising cost of dental education

Objective A: Idaho Value - Provide the State of Idaho with a competitive value in educating Idaho dentists.

Performance Measures:
I. **State cost per student**

2014	2015	2016	2017	Benchmark
34%	33%	33%	33%	<50%

Benchmark: Idaho cost per student will be <50% of the national average cost per DDSE (DDS Equivalent). The cost per DDSE is a commonly utilized measure to evaluate the relative cost of a dental education program.

Objective B: Participant Value - Provide program participants with a competitive value in obtaining a dental degree

I. **Student Loan Debt**

2014	2015	2016	2017	Benchmark
	73.5%	66.7%	68.2%	<80%

Benchmark: Student loan debt for IDEP participants will be <80% of the national average.

Goal 3: Serve as a mechanism for responding to the present and/or the anticipated distribution of dental personnel in Idaho.

Objective A: Availability - Help meet the needs for dentists in all geographic regions of the state.

Performance Measures:
I. **Geographic acceptance of students into the program**

2014	2015	2016	2017	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Students from each of 4 regions of Idaho (North, Central, Southwest, and Southeast) granted acceptance each year.

II. **Return rate**

2014	2015	2016	2017	Benchmark
50%	60%	67%	20%	>50%

Benchmark: Greater than 50% of program graduates return to Idaho.

Goal 4: Provide access for dental professionals to facilities, equipment, and resources to update and maintain professional skills.

Objective A: Quality Care - Provide current resources to aid the residents of Idaho by maintaining/increasing the professional skills of Idaho Dentists.

Performance Measures:
I.   Continuing Dental Education (CDE)

2014	2015	2016	2017	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Provide continuing dental education opportunities for regional dental professionals when the need arises.

II.   Remediation of Idaho dentists

2014	2015	2016	2017	Benchmark
Yes	Yes	Yes	Yes	Yes

Benchmark: Successfully aid in the remediation of any Idaho dentist, in cooperation with the State Board of Dentistry and the Idaho Advanced General Dentistry Program, such that the individual dentist may successfully return to practice.

Key External Factors
Funding:
    Most Idaho Dental Education Program goals and objectives assume ongoing, and in some cases additional, levels of State legislative appropriations. Availability of these funds can be uncertain. Currently with State budget considerations that specifically impact our program, the goal to increase the number of available positions within the program from 8 to 10 has not been feasible. This will remain a long-term goal for the program.

Program Participant Choice:
    Some IDEP goals are dependent upon choices made by individual students, such as choosing where to practice. Even though this is beyond our control, we have had an excellent track record of program graduates returning to Idaho to practice.

Idaho Dentist to Population Ratio
    The more populated areas of Idaho are more saturated with dentists, making it difficult for new graduates to enter the workforce in these areas. With this in mind, we have still seen a good percentage of program graduates return to Idaho to practice.

Educational Debt of Graduates
    The average educational debt of IDEP graduates continues to be an area of concern. This amount of debt may limit the ability of graduates to return to Idaho initially.

Student Performance

Some of the goals of the program are dependent upon pre-program students to excel in their preparation for the program. However, we have not encountered difficulty in finding highly qualified applicants from all areas of the State.

Evaluation Process
The Idaho Dental Education Program utilizes annual department strategic planning meetings to establish and revise program objectives and goals.

FY2019-2024 Idaho Museum of **Natural History**
Strategic Plan

MISSION STATEMENT
The Idaho Museum of Natural History actively nurtures 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.

VISION STATEMENT
Building Idaho's future, informed by our past.

GOAL 1: INCREASE VISITATION AND PUBLIC ENGAGEMENT

Objective A: Participation – Increase museum participation over the next five years.

Performance Measures:
I.   **Number of people visiting exhibits at museum**

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
9,147	6,448	7,958	6666	>16,000

   Benchmark: 60% increase (>16,000) by FY2022

II.   **Number of people attending museum events and programs**

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
No data	No data	No data	3103	>3,600

   Benchmark: 20% increase (>3,600) by FY2022

III.   **Digital media reach(social media and websites)**

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
No data	179,058	674,482	699,127	>1 million

   Benchmark: 60% increase (>1 million) by FY2022

IV.   **Number e-newsletter subscribers**

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
No data	No data	390	526	>1,000

   Benchmark: 100% increase (>1,000) by FY2022

V.   **Attendance at museums renting IMNH exhibits**

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
No data	500,000	137,000	105,000	>100,000

   Benchmark: Maintain or exceed an annual audience of 100,000 by an external venue

VI. **Number of memberships**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
24	19	16	24	>100

Benchmark: Change by 555% (>100) in FY2018, reevaluate at end of FY2018

Objective B: Community Sponsorships and Giving – Increase investment by community through corporate sponsorship and public donations.

Performance Measures:

I. **Corporate sponsorships**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
$15,000	$0	$3,750	$15,400	>$30,800

Benchmark: Change by 100% (>$30,800) in FY2018, reevaluate at end of FY2018

II. **Public giving**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
n/a	n/a	$5,200	$13,422	>$26,000

Benchmark: Change by 100% (>$26,000) in FY2018, reevaluate at end of FY2018

GOAL 2: RESEARCH CAPACITY AND TRAINING
The Museum increases basic and applied knowledge through study of its collections, and increases research capacity by making these collections available to others.

Objective A: Student Opportunity – Increase the number of opportunities for students to gain career skills in marketing, graphic design, business operations, teaching, and research.

Performance Measures:

I. **Number of student internships**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
n/a	41	58	66	>40

Benchmark: Maintain or exceed 40

II. **Number of students conducting research**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
n/a	n/a	n/a	9	30

Benchmark: 300% increase (>30) by FY2022

Objective B: Synergy and Collaboration – Increase productivity of research through partnerships with ISU and other Idaho agencies.

Performance Measures:

I. **Number and percent of ISU faculty with collaborations at museum**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
11 (2%)	10 (2%)	10 (2%)	12 (2%)	>18 (3%)

Benchmark: 50% increase (>18) by FY2022

II.   **Number of new digital collections in partnership with Idaho institutions**

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
8,755	4,978	5,457	2,547	>2,500

   Benchmark: Maintain or exceed 2,500

GOAL 3: SUPPORT K-12 EDUCATION
The Museum will provide leadership and expertise to communities at local, state and national levels through partnership, collaboration.

Objective A: Accessibility – Increase the quantity of student interaction through the museum's unique informal education program.

Performance Measures:
   I.   **Amount of sponsored travel funding for K-12 student visitation to museum**

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
		$500	$2,000	>$6,100

   Benchmark: 300% increase (>$6,100) by FY2022

   II.   **Number of students attending museum for School Group programming**

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
		1,998	1,925	>3,300

   Benchmark: 400% increase (>3,300) by FY2019

   III.   **Number of K-12 age public ("Child" from 4-17 years old) visiting exhibits at museum**

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
		2,913	2,764	>4,000

   Benchmark: 60% increase (>4,000) by FY2022

GOAL 4: CREATE NEW MUSEUM BUILDING
The Museum maintains facilities and policies to preserve, expand, and make accessible collections for future generations.

Objectives for this goal are currently under development.

Key External Factors

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

Evaluation Process

In May of each year, museum staff will evaluate benchmarks and current numbers for fiscal year. Success and issues will be evaluated and benchmarks will be updated if needed. An advisory board composed of community members will be created by FY2018 and strategic planning will become one of their tasks in future years starting with a full revision for the FY2020 strategic plan.

	State Board of Education Goals			
	Goal 1: EDUCATIONAL SYSTEM ALIGNMENT	*Goal 2:* EDUCATIONAL ATTAINMENT	*Goal 3:* WORKFORCE READINESS	
Idaho Museum of Natural History				
GOAL 1: INCREASE VISITATION AND PUBLIC ENGAGEMENT				
Objective: Participation		✓		
Objective: Community Sponsorships and Giving		✓		
GOAL 2: RESEARCH CAPACITY AND TRAINING				
Objective: Student Opportunity		✓	✓	
Objective: Synergy and Collaboration	✓		✓	
GOAL 3: SUPPORT K-12 EDUCATION				
Objective: Accessibility		✓		
GOAL 4: CREATE NEW MUSEUM BUILDING				
Objective: currently under development		✓	✓	

Idaho State University
Cyber Security Compliance

This appendix provides an update to Idaho State University's cyber security compliance with Idaho Executive Order 2017-02. Each area of concentration addresses ISU's level of completion as outlined in accordance with the executive order's standards. Please see the 2017 Cybersecurity Inventory Report recently submitted to the SBOE's Audit Committee for additional details regarding the reporting of each the categories.

Adopt and to implement by June 30, 2017, the National Institute of Standards and Technology (NIST) Cybersecurity Framework

Complete	In Progress	Under Review
✓		

CSC 1: Inventory of Authorized and Unauthorized Devices.

Complete	In Progress	Under Review
	✓	

CSC 2: Inventory of Authorized and Unauthorized Software.

Complete	In Progress	Under Review
	✓	

CSC 3: Secure Configurations for Hardware and Software on Mobile Devices, Laptops, Workstations and Servers.

Complete	In Progress	Under Review
	✓	

CSC 4: Continuous Vulnerability Assessment and Remediation

Complete	In Progress	Under Review
✓		

CSC 5: Controlled Use of Administrative Privileges.

Complete	In Progress	Under Review
	✓	

Develop employee education and training plans and submit such plans within 90 days

Complete	In Progress	Under Review
		✓

All state employees complete the state's annual cybersecurity training commensurate with their highest level of information access and core work responsibilities.

Complete	In Progress	Under Review
✓		

All public-facing state agency websites to include a link to the statewide cybersecurity website—www.cybersecurity.idaho.gov.

Complete	In Progress	Under Review
✓		

University of Idaho

AGRICULTURAL RESEARCH & EXTENSION SERVICE

STRATEGIC PLAN

2019-2023

COLLEGE OF AGRICULTURAL AND LIFE SCIENCES
Agricultural Research and Extension Service
Strategic Plan
2018-2022

MISSION STATEMENT
The College of Agricultural and Life Sciences fulfills the intent and purpose of the land-grant mission and serves the food-industry, people and communities of Idaho and our nation:
- through identification of critical needs and development of creative solutions,
- through the discovery, application, and dissemination of science-based knowledge,
- by preparing individuals through education and life-long learning to become leaders and contributing members of society,
- by fostering healthy populations as individuals and as a society,
- by supporting a vibrant economy, benefiting the individual, families and society as a whole.

VALUES STATEMENT
The College of Agricultural and Life Sciences values:
- excellence in creative discovery, instruction and outreach,
- open communication and innovation,
- individual and institutional accountability,
- integrity and ethical conduct,
- accomplishment through teamwork and partnership,
- responsiveness and flexibility,
- individual and institutional health and happiness.

VISION STATEMENT
We will be the recognized state-wide leader and innovator in meeting current and future challenges to support healthy individuals, families and communities, and enhance sustainable food systems. We will be respected regionally and nationally through focused areas of excellence in teaching, research and outreach with Extension serving as a critical knowledge bridge between the University of Idaho, College of Agricultural and Life Sciences, and the people of Idaho.

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

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

Performance Measures:
I. Number of grant proposals submitted per year, number of grant awards received per year, and amount of grant funding received per year.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
328	323	298	351	350
281	245	217	214	300
$16.1M	$17.2M	$14.5M	$18.5M	$20M

Benchmark: An annual increase of 7.5% in funding received through both an increase in submissions (350) and awards (300) to reach $27 million in research expenditures by 2022[1].

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

Performance Measures:

I.   Number of graduate students.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
42	50	44	53	60

Benchmark: Increase the number of graduate students to 60 by 2022[2].

II.   Number of technical publications generated/revised.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
135	187	167	196	192

Benchmark: Increase the number of technical publications to 192 by 2022[3].

GOAL 2

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

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

Performance Measures:

I.   Number of individuals/families benefiting from Outreach Programs.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
375,350	359,662	338,261	360,258	375,000

Benchmark: Increase the number of individuals/families benefiting from Outreach Programs to 375,000 by 2022[4].

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[1] To attain the University of Idaho's goal of $135 million in research expenditures by 2022, AERS will need to increase grant funding by 7.5% annually to maintain the college's current proportion of university research expenditures at 20%. The number of grants submitted and received is an increase of 10% and 20%, respectively, over the average of the past 4 years.

[2] To attain the University of Idaho's goal of 380 by 2022, AERS will need to increase the number of graduate students to 60 to maintain the college's current proportion of university graduate students at 16%.

[3] To attain the goal of 192 technical publications, AERS will need to increase output of 15% over the average output for the past 4 years.

[4] To attain the University of Idaho goal of 375,000 by 2022, AERS will need to increase the direct teaching contacts by an average of 10% over the contacts for the past year.

II.   Number of Youth Participating in 4-H

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
56,546	55,742	54,786	65,455	60,000

   Benchmark: 60,000 participants in 4-H[5]

Key External Factors
- Changes in county, state, federal and industry supported research and extension funding could impact ARES activities.
- Change in the public's trust in research based education.
- Comparison of salary and benefits with peer institutions continues to hamper our ability to hire and retain highly qualified individuals within the Agricultural Research and Extension Service.
- Maintenance and replacement of ageing infrastructure continues to impact research and extension productivity. Finding resources to meet these needs is imperative.

Evaluation Process
The Dean's Advisory Board with stakeholders and representatives from agencies in Idaho meets twice annually to review goals and performance of Agricultural Research and Extension. In addition, units (academic departments and extension districts) within the College of Agricultural and Life Sciences also have advisory boards that provide feedback toward those individual unit strategic plans and the performance toward those goals. All of the plans fit under the University of Idaho's Strategic Plan.

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[5] To attain the goal of 60,000 youth participating in 4-H by 2022, AERS will need to increase by 20% over the average participation for the past 4 years.

University of Idaho
Forest Utilization Research and Outreach (FUR)

STRATEGIC PLAN
FY2019-FY2023

1 | P a g e

Forest Utilization Research and Outreach (FUR)

MISSION STATEMENT

The Forest Utilization Research and Outreach (FUR) program is located in the College of Natural Resources at The University of Idaho. Its purpose is to increase the productivity of Idaho's forests and rangelands by developing, analyzing, and demonstrating methods to improve land management and related problems such as post-wildfire rehabilitation using state-of-the-art forest and rangeland regeneration and restoration techniques. Other focal areas include sustainable forest harvesting and livestock grazing practices, including air and water quality protection, as well as improved nursery management practices, increased wood use, and enhanced wood utilization technologies for bioenergy and bioproducts. The program also assesses forest products markets and opportunities for expansion, the economic impacts of forest and rangeland management activities, and the importance of resource-based industries to communities and the state's economic development. In addition the Policy Analysis Group follows a legislative mandate to provide unbiased factual and timely information on natural resources issues facing Idaho's decision makers. Through collaboration and consultation FUR programs promote the application of science and technology to support sustainable lifestyles and civic infrastructures of Idaho's communities in an increasingly interdependent and competitive global setting.

VISION STATEMENT

The scholarly, creative, and educational activities related to and supported by Forest Utilization Research and Outreach (FUR) programs will lead to improved capabilities in Idaho's workforce to address critical natural resource issues by producing and applying new knowledge and developing leaders for land management organizations concerned with sustainable forest and rangeland management, including fire science and management, and a full spectrum of forest and rangeland ecosystem services and products. This work will be shaped by a passion to integrate scientific knowledge with natural resource management practices. All FUR programs will promote collaborative learning partnerships across organizational boundaries such as governments and private sector enterprises, as well as landowner and non-governmental organizations with interests in sustainable forest and rangeland management. In addition, FUR programs will catalyze entrepreneurial innovation that will enhance stewardship of Idaho's forest and rangelands, natural resources, and environmental quality.

AUTHORITY and SCOPE

The Forest Utilization Research (FUR) program is authorized by Idaho Statute to enhance the value and understanding of vital natural resources and associated industry sectors via the Policy Analysis Group, Rangeland Center, Experimental Forest and Forest and Seedling Nursery through research, education and outreach to legislators, industry and the Idaho citizenry.

GOAL 1: Scholarship and Creativity

Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration.

Objective A: *Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship.*

Performance Measures:

I.   ***Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.***

2 | P a g e

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
51 participants	61 participants	46 participants	46 participants	48 participants	20% growth

Benchmark: *Number of CNR faculty, staff, students and constituency groups involved in FUR-related scholarship or capacity building activities.[1]* (BY FY2023)

II.   **Number and diversity of courses that use full or partially FUR funded projects, facilities or equipment to educate, undergraduate, graduate and professional students.**

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
	New Measure	26 courses	23 courses	24 courses	15% growth

Benchmark: *Number of courses using FUR funded projects, facilities or equipment during instruction.[2]* (BY FY2023)

Objective B: *Emphasize scholarly and creative outputs that reflect our research-~~extensive~~ extension and land-grant missions, the university and college's strategic themes, and stakeholder needs, especially when they directly support our academic programming in natural resources.*

Performance Measures:

I.   *An accounting of products (e.g., research reports, economic analys~~e~~is, BMPs) and services (e.g., protocols for new species shared with stakeholders, policy education programs and materials provided, accessible data bases or market models).*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
46 products	39 products	43 products	31 products	32 products	15% growth

Benchmark: *Numbers and types of products and services delivered and stakeholders serviced.[3]* (BY FY2023)

II.   *An accounting of projects recognized and given credibility by external reviewers through licensing, patenting, publishing in refereed journals, etc.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
15 referred articles	14 referred articles	15 referred articles	13 referred articles	14 referred articles	25% growth

Benchmark: *Number of peer reviewed reports and referred articles produced ~~courses~~ using FUR funding~~ed projects~~, facilities or equipment ~~during instruction~~.[4]* (BY FY2023)

GOAL 2: Outreach and Engagement
Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.

Objective A: *Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders to address areas targeted in FUR.*

Performance Measures:

I. *Document cases: Communities served and resulting documentable impact; Governmental agencies served and resulting documentable impact; Non-governmental agencies served and resulting documentable impact; Private businesses served and resulting documentable impact; and Private landowners served and resulting documentable impact. Meeting target numbers for audiences identified below and identifying mechanisms to measure economic and social impacts.*

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
			New measure	1,100 participants	50% growth

Benchmark: Number of external participants served.[5] (BY FY2023)

GOAL 3: Financial Efficiency and Return on Investment (ROI)

Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding (e.g., external grants, private funding, and cooperatives)

Objective A: *Leveraging state funds to secure additional financial resources to increase impact on products, services and deliverables.*

Performance Measures:

I. *New funding sources from external granting agencies, private and public partnerships and other funding groups.*

Baseline data/Actuals:

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
		New Measure	13 new projects	14 new projects	25% growth

Benchmark: *Number of new research projects ~~per year~~leveraged using external funding.[6]* (BY FY2023)

Key External Factors

The key external factors likely to affect the ability of FUR programs to fulfill the mission and goals are as follows: (1) the availability of funding from external sources to leverage state-provided FUR funding; (2) changes in human resources due to retirements or employees relocating due to better employment opportunities; (3) continued uncertainty relative to global, national and regional economic conditions; and (4) changing demand for the state and region's ecosystem services and products.

Evaluation Process

Quarterly status meetings between FUR units, including PAG, Rangeland Center, Experimental Forest and Research Nursery to ensure coordinated work, identification of new opportunities, and projects. Assessment of external proposals and new funding sources for leveraging for match opportunities to increase impacts of research, outreach, and technology transfer. Annual review of strategic plan to determine applicable progress toward benchmark and growth.

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[1] Increased staff resources in 2016 will allow us to involve more faculty, staff, students and constituency groups in FUR-related scholarship activities.

[2] Based on College and program goals to enhance coordination of course offerings and research.

[3] Based on critical need to communicate with external stakeholders, and increase the pace of products produced.

[4] Increased staff resources in 2016 focused on research will increase scientific outreach and communication.

[5] New measure based on UI and college strategic goal to increase involvement and communication with external stakeholders. Benchmark established from internal analysis of recent year participants served.

[6] Based on analysis of projects started and completed in recent years, staff capacity, and critical need to increase the pace of projects completed annually

Appendix 1

Institution/Agency Goals and Objectives	State Board of Education Goals			
	Goal 1: A WELL EDUCATED CITIZENRY	Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT	Goal 3: DATA-INFORMED DECISION MAKING	Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL SYSTEM
GOAL 1: SCHOLARSHIP and CREATIVITY Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration.				
Objective A: Promote an environment that increases faculty, student, and constituency engagement in disciplinary and interdisciplinary scholarship	✓		✓	✓
Objective B: Emphasize scholarly and creative outputs that reflect our research-extensive and land-grant missions, the university and college's strategic themes, and stakeholder needs, especially when they directly support our academic programming in natural resources.	✓	✓	✓	
GOAL 2: OUTREACH and ENGAGEMENT Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.				
Objective A: Build upon, strengthen, and connect the College of Natural Resources with other parts of the University to engage in mutually beneficial partnerships with stakeholders to address areas targeted in FUR.				✓
GOAL 3: FINANCIAL EFFICIENCY and RETURN ON INVESTMENT Efficient financial management of FUR state appropriated dollars supporting Goals 1 and 2 and leveraging resources to secure external funding (e.g., external grants, private funding, and cooperatives)				
Objective A: Leveraging state funds to secure additional financial resources to increase impact on products, services and deliverables.		✓	✓	

FY2018-2022 Strategic Plan

University of Idaho

STRATEGIC PLAN
FY2019 - FY2023

MISSION STATEMENT

The Idaho Geological Survey (IGS) is the lead state agency for the collection, interpretation, and dissemination of geologic and mineral data for Idaho. The agency has served the state since 1919 and prior to 1984 was named the Idaho Bureau of Mines and Geology.

Members of the Idaho Geological Survey staff acquire geologic information through field and laboratory investigations and through cooperative programs with other governmental, academic, and private sector alliances. The Idaho Geological Survey provides timely and meaningful information to the public, industry, academia, and legislative decision makers by conducting geologic mapping, geohazard assessments that focus on earthquakes and landslides, mineral and energy resource assessments, groundwater and hydrology research, and educational and outreach opportunities. The Survey's Digital Mapping Laboratory is central to compiling, producing, and delivering new digital geologic maps and publications for the agency. The Idaho Geological Survey is also engaged in the collection and compilation of data and information pertaining to abandoned and inactive mines in the state, earth science education, and a newly added focus of petroleum geology assessments. As Idaho grows, demand is increasing for geologic and geospatial information related to population growth, energy-mineral and water-resource development, landslide hazards, and earthquake monitoring.

VISION STATEMENT

The Idaho Geological Survey vision is to provide the state with the best geologic information possible through strong and competitive applied research, effective program accomplishments, and transparent access. We are committed to the advancement of the science and emphasize the practical application of geology to benefit society. We seek to accomplish our responsibilities through service and outreach, research, and education.

AUTHORITY

Idaho Code (47-201 – 47-204) provides for the creation, purpose, duties, reporting, offices, and Advisory Board of the Idaho Geological Survey. The Code specifies the authority to conduct investigations, establish cooperative projects, and seek research funding. The Idaho Geological Survey publishes an Annual Report as required by its enabling act.

GOAL 1: Service and Outreach

Achieve excellence in collecting and disseminating geologic information and mineral data to the mining, energy, agriculture, utility, construction, insurance, and banking industries, educational institutions, civic and professional organizations, elected officials, governmental agencies, and the public. Continue to strive for increased efficiency and access to survey information primarily through publications, website products, in-house collections, and customer inquiries. Emphasize website delivery of digital products and compliance with new revision of state documents requirements (Idaho Code 33-2505).

***Objective A: Develop and publish survey documents** -*
Initiate and develop research initiatives and publish geological maps, technical reports, and data sets.

Performance Measures:
I. **Number of Published Reports on Geology/Hydrology/Geohazards/Mineral & Energy Resources (999 1,013 Publications, Maps, and Reports cumulative).**
I. Baseline data/Actuals:

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-201820172018)	Benchmark
27	39	25		20

Benchmark: The number and scope of published reports will be equal to or greater than the number of publications from the preceding year.[1]

***Objective B: Build and deliver website products** -*
Create and deliver Idaho Geological Survey products and publications to the general public, state and federal agencies, and cooperators in an efficient and timely manner. Products include GIS data sets, reports, map publications, and web map applications.

Performance Measures:
I. **Number of website products used or downloaded (For FY17 FY16 there were 398,400 453,562 visitors to the Idaho Geological Survey website; website downloads listed below).**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
157,540	185,635	204,770		215,000

Benchmark: The number of website products used or downloaded will be equal to or greater than the preceding year.[1]

***Objective C: Sustain Idaho State Documents Depository Program and Georef Catalog (International)** -*
Deliver all Idaho Geological Survey products and publications to the Idaho Commission for Libraries for cataloging and distribution to special document collections in state university libraries and deliver digital copies of all products and publications to GeoRef for entry in their international catalog of geologic literature.

Performance Measures:
I. **Percentage total of Survey documents available through these programs (~ 99%).**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
~99%	~99%	~99%		~99%

Benchmark: 100%[2]

***Objective D: Sustain voluntary compliance** -*
Sustain voluntary compliance with uploads of new geologic mapping products published at the Idaho Geologic Survey to the National Geologic Map Database Website managed by the U.S. Geological Survey.

Performance Measures:

I.   ~~Number~~ Percentage of Geologic Maps that are uploaded to this national website depicting detailed geologic mapping in Idaho (~~589~~ 596 maps cumulative have been uploaded).

I. Baseline data/Actuals:

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%		100%

Benchmark: 100% of all geologic maps that are published at the Idaho Geological Survey each year will be uploaded to this website.[2]

GOAL 2: Research

Promote, foster, and sustain a climate for research excellence. Develop existing competitive strengths in geological expertise. Maintain national level recognition and research competitiveness in digital geological mapping and applied research activities. Sustain and build a strong research program through interdisciplinary collaboration with academic institutions, state and federal land management agencies, and industry partners.

Objective A: Sustain and enhance geological mapping -
Sustain and enhance geological mapping and study areas of particular interest that have economic potential and geohazard concerns.

Performance Measures:

I. **Increase the geologic map coverage of Idaho by mapping priority areas of socioeconomic importance. Identify and study areas with geologic resources of economic importance and identify and study areas that are predisposed to geologic hazards.**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
36.9%	37.4%	40%		40.5%

Benchmark: Increase the cumulative percentage of Idaho's area covered by modern geologic mapping. Re-evaluate geologic resources in Idaho that may have economic potential and identify and rank geologic hazards throughout the state.[3]

Objective B: Sustain and build external research funding –
Sustain existing state and federal funding sources to maintain research objectives for the Idaho Geological Survey. Develop new sources of funding from private entities such as oil and gas, mining, and geothermal energy companies that are exploring and developing geologic resources in Idaho.

Performance Measures:

I. **Increase externally funded grant and contract dollars with a particular focus of securing new sources of funding from the private sector.**

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
$382,101	$498,034	$439,898		$467,923

Benchmark: The number of externally funded grant and contract dollars compared to five-year average.[3]

GOAL 3: Education

Support knowledge and understanding of Idaho's geologic setting and resources through earth science education. Achieve excellence in scholarly and creative activities through collaboration and building partnerships that enhance teaching, discovery, and lifelong learning.

Objective A: Provide earth science education -

Develop and deliver earth science education programs, materials, and presentations to public and private schools.

Performance Measures:

I.   **Number of educational programs provided to public and private schools and the public at large.**

FY15 (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**Benchmark**
9	19	14		15

Benchmark: The number of educational and public presentations will be equal to or greater than the previous year.[4]

Key External Factors

Funding:
Achievement of strategic goals and objectives is dependent on appropriate state funding.

External research support is partially subject to federal funding, and there is increasing state competition for federal programs. Because most federal programs require a state match, the capability to secure these grants is dependent on state funds and the number of full time equivalent employees.

Emerging natural gas and condensate infrastructure and production in southwestern Idaho will necessitate new research tools and personnel at the Survey to maintain research capabilities and to provide pertinent information to the public and the Idaho legislature. Economic and research partnerships with the oil and gas industry have been secured and a new IGS Senior Petroleum Geologist has been relocated to Boise during the past year.

New partnerships are also being sought through universities, state and federal agencies, and natural resource extractive industries.

Demand for services and products:
Changes in demand for geologic information due to energy and mineral economics play an important role in the achievement of strategic goals and objectives. Over the past six years, Idaho Geological Survey has experienced an 82102% increase in the number of downloaded products from the Survey's website. The number of visitors to the Idaho Geological Survey website has increased by 87125% over the same six-year time frame. State population growth and requirements for geologic and geospatial information by public decision makers and land managers are also key external factors that are projected to increase over time.

Aspirational Goals for the Idaho Geological Survey:
- Provide critical mass for primary customer services in southern and central Idaho through ongoing consolidation of personnel and technical resources at the Idaho Water Center in Boise. Appointment of new geological staff and support personnel to the Boise office of Idaho Geological Survey will permit a more responsive agency in southern and central Idaho and better coordination with other state agencies atand the state's capitol.Idaho legislature.

- Provide high quality petroleum assessments and geologic services to evaluate regions of existing oil and gas production and investigate other perspective areas in Idaho that have potential for developing hydrocarbon resources.

- A multi-agency legislative request for one-time funding to build a permanent facility in the Boise metro region to house exploration drill cores and well cuttings. The purpose of the facility is to capture hundreds of millions of dollars of valuable and perishable subsurface information through the storage of geologic samples associated with oil and gas, mineral, geothermal, and groundwater exploration activities. Ongoing funding for building maintenance, utilities, and one warehouse technician to catalogue and maintain the samples for public and industry research and viewing is necessary. A legislative request for a small percentage (~0.25%) of the proceeds from oil and gas severance taxes could be a potential source of ongoing funding to address the building maintenance and salary and benefits for ~~the~~one warehouse technician.

- Progressive development of personnel and agency resources to build a full-time geologic hazards program stationed ~~in~~at the Boise office of the Idaho Geological Survey that will coordinate with the Idaho Department of Emergency Management and focus on geologic hazard assessments and protection of human lives, homes, and the state's infrastructure such as pipelines, roads, railroads, and dams.

- Increase the number and scope of digital web applications for the Survey's digital maps, datasets, and geologic information to accommodate smart phone and tablet technologies for the public. Currently ~~40%~~27% of all downloads from the agency website is to personal electronic devices.

Evaluation Process

An annual review of existing benchmarks and goals is necessary to ensure that Idaho Geological Survey is successfully executing its strategic plan and providing relevant and timely geologic and geospatial information for public dissemination. Research opportunities will be continually explored and collaborations with new funding partners, especially in the private sector, will be embraced. New technologies and data capture techniques will be continually evaluated on an annual basis to ensure Idaho Geological Survey is providing its data and publication resources in a user-friendly format that is easily accessible to the public. Ongoing review of regulatory and legal compliance obligations to state, federal, and private funding partners is a necessary requirement to maintain the research capabilities of the Idaho Geological Survey.

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[1] These benchmarks are set based on existing resources and projected increases for this area. No additional resources were projected at the time of setting this benchmark, therefore a minimal increase would indicate growth in this area and increase efficiencies.

[2] This benchmark is based on current levels of performance and maintaining the current high level.

[3] This benchmark is dependent in part on the ability to receive external grants to broaden areas not already covered. Due to the increasingly competitive nature of external grant funding it is determined that a simple increase of areas covered was a more meaningful measure than a set number of projects.

[4] This benchmark is based on existing resources (including staff time) to provide presentations and developing educational partnerships to provide new venues for additional presentation above and beyond the current partnerships with public schools and postsecondary institutions.

University of Idaho

Idaho (Washington-Idaho-Montana-Utah, WIMU) Veterinary Medical Education Program
STRATEGIC PLAN
2019 - 2023

Idaho (Washington-Idaho-Montana-Utah, WIMU)
Veterinary Medical Education Program
Strategic Plan 2018-2022

MISSION STATEMENT

Transfer science-based medical information and technology concerning animal well-being, zoonotic diseases, food safety, and related environmental issues – through education, research, public service, and outreach – to veterinary students, veterinarians, animal owners, and the public, thereby effecting positive change in the livelihood of the people of Idaho and the region.

VISION STATEMENT

To improve the health and productivity of Idaho's food-producing livestock.

GOAL 1
Transform: Increase our educational impact

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

Performance Measures:

I. Offer elective rotations in food animal medicine for experiential learning opportunities.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
71	54	75	40	40

Benchmark: Attain enrollment of 40 senior veterinary students into these optional rotations[1].

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

Performance Measures:

I. Student placement in the Northwest Bovine Veterinary Experience Program (NW-BVEP).

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
12	12	12	11	12

Benchmark: Offer spots for 12 students annually[2].

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

Performance Measures:

I. Number/percentage of Idaho resident graduates licensed to practice veterinary medicine in Idaho.

FY14 (2013-2014)	FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	Benchmark
6/60%	4/44%	9/64%	5/45%	7/65%

Benchmark: Over each 4-year period, at least 7 Idaho resident graduates (65%) become licensed to practice veterinary medicine in Idaho annually[3].

[1] Based on internal standards as a measure of program quality
[2] Based on internal standards as a measure of program quality
[3] Based on national standards for return rates of similar programs

GOAL 2
Innovate: Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

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

Performance Measures:

I.   Number of grant awards received per year and amount of grant funding received per year by WIMU faculty.

FY14 (2013-2014)	**FY15** (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**Benchmark**
8/$235,163	7/$170,800	5/$146,800	2/$112,000	7/$300,000

Benchmark: Receive 7 grant awards for $300,000 in funding annually by 2022[4].

Key External Factors
Veterinary education through general food animal, small ruminant, beef and dairy blocks offered by University of Idaho faculty are undergoing a transition to improve student access to animals. The change in teaching is in direct consultation with the Washington State University College of Veterinary Medicine. Hiring of faculty to support this transition is underway.

Evaluation Process
Veterinary Medical Education went through the national accreditation process fall 2017; the contribution of the University of Idaho to veterinary education was a part of that review. The review will be provided by the Washington State University College of Veterinary Medicine (WSU CVM) to all partners (Idaho, Montana and Utah) when received. In addition, the Department of Animal and Veterinary Science at the University of Idaho and the Food Animal faculty at WSU CVM meet annually to examine curricular changes, performance of food animal block rotations, and overall performance by the WIMU veterinary medical education program related to the measures in this evaluation. The groups also work jointly to find new faculty for the program when openings occur.

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[4] Based on internal standards as a measure of faculty quality

WWAMI

Idaho WWAMI
(Washington, Wyoming, Alaska, Montana, Idaho) Medical Education Program

Strategic Plan
2019-2023

WWAMI is Idaho's medical school, and is under the leadership and institutional mission of the University of Idaho, in partnership with the University of Washington School of Medicine (UWSOM). In August 2015, we began anew 2015 UWSOM medical school curriculum at all six regional WWAMI sites. Students started with a multi-week clinical immersion experience—intensively learning the clinical skills and professional habits to serve them throughout their careers. For their first 18 months, students spend a full day each week learning and practicing clinical skills in a community primary care clinic and in workshops. This is in addition to their hospital-based "Colleges" training with a faculty mentor and small group of peers. This new curriculum allows our students to be on the University of Idaho campus for up to 4 terms, instead of the previous 2 terms.   It also provides our medical students with the option to spend the majority of all four years of medical education in the State of Idaho.

Over the past few years we have grown the number of medical students 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. The WWAMI now enrolls 40 first year and 40 second year students for a total overlap of 80 students for fall semester.

In 2018, students will continue their academic training over the summer between their first and second in a structured experiential learning environment. This summer experience will enhance the student's knowledge in research, epidemiology and community-based projects. Following the 18 month curriculum (foundations phase) many students will stay on the Moscow campus for an additional 2 months utilizing the resources at the University of Idaho as they prepare for their board examinations. This year a few students are utilizing University of Idaho facilities and resources at the Water Center WWAMI office in Boise. This board preparation time is critical for the students' success and is something that we will be developing more programing and resources to support.

As the medical education contract program for the State of Idaho with the University of Washington, the UI-WWAMI supports the Strategic Action Plan of its host university, the University of Idaho, while recognizing its obligation to the mission, goals, and objectives of its nationally accredited partner program, the UWSOM.

MISSION STATEMENT

The University of Washington School of Medicine is dedicated to improving the general health and well-being of the public. In pursuit of its goals, the School is committed to excellence in biomedical education, research, and health care. The School is also dedicated to ethical conduct in all of its activities. As the preeminent academic medical center in our region and as a national leader in biomedical research, we place special emphasis on educating and training physicians, scientists, and allied health professionals dedicated to two distinct goals:

- Meeting the health care needs of our region, especially by recognizing the importance of primary care and providing service to underserved populations.
- Advancing knowledge and assuming leadership in the biomedical sciences and in academic medicine.

The School works with public and private agencies to improve health care and advance knowledge in medicine and related fields of inquiry. It acknowledges a special responsibility to the people in the states of Washington, Wyoming, Alaska, Montana, and Idaho, who have joined with it in a unique regional partnership. The School is committed to building and sustaining a diverse academic community of faculty, staff, fellows, residents, and students and to assuring that access to education and training is open to learners from all segments of society, acknowledging a particular responsibility to the diverse populations within our region.

The School values diversity and inclusion and is committed to building and sustaining an academic community in which teachers, researchers, and learners achieve the knowledge, skills, and attitudes that value and embrace inclusiveness, equity, and awareness as a way to unleash creativity and innovation.

VISION STATEMENT
Our students will be highly competent, knowledgeable, caring, culturally sensitive, ethical, dedicated to service, and engaged in lifelong learning.

GOAL 1
A WELL EDUCATED CITIZENRY – Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.

Objective A:
Access - Provide outreach activities that help recruit a strong medical student applicant pool for Idaho WWAMI.

Performance Measures:
The number of Idaho WWAMI applicants per year and the ratio of Idaho applicants per funded medical student.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017 - 2018	Benchmark
157 (6.3:1)	141 (4.7:1)	164 (4.7:1)	163 (4.075:1)	5:1

Benchmark: National ratio of state applicants to medical school per state-supported students.[1]
The benchmark is the national ratio of state applicants to medical school to the number of state supported positions. Since the number of WWAMI students has increased and the number of applicants has remained relatively the same we expect the ratio to increase, thus the benchmark was moved closer to the national ratio. In FY17 the ratio of applicants in Idaho to the number of available positions was 4.075:1; the national ratio of in-state applicants to available positions is 16:1.
https://www.aamc.org/download/321442/data/factstablea1.pdf

Objective B:
Transition to Workforce - Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho, equal to or better than the national state return rate.

Performance Measure:
Cumulative Idaho WWAMI return rate for graduates who practice medicine in Idaho.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark

51%	51%	50%	50%	55%

Benchmark: target rate – national average or better.[2] The benchmark is 39%, the national average of students that return to their native state to practice medicine. In Idaho, the return rate was 50% (301/599).

GOAL 2
CRITICAL THINKING AND INNOVATION - WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of Idaho's people and communities.

Objective A:
Critical Thinking, Innovation and Creativity – Generate research and development of new ideas into solutions that benefit health and society.

Performance Measure:
WWAMI faculty funding from competitive federally funded grants**.**

FY15 (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**Benchmark**
$2.3M	$4.4M	$1M	$1M	$1.4M

Benchmark: $1.4M [3]   The benchmark for this objective is $1.4M annually, through 2023. In FY18, WWAMI-affiliated faculty at UI successfully brought in $1M 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 in 2013.

Objective B:
Innovation and Creativity – Educate medical students who will contribute creative and innovative ideas to enhance health and society.

Performance Measures:
Percentage of Idaho WWAMI students participating in medical research (laboratory and/or community health).

FY15 (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**Benchmark**
100%	100%	100%	100%	100%

Benchmark: Internally set benchmark as measure of program quality - 100% [4]   The benchmark is 100% of Idaho WWAMI students participating in medical research. All students at the UWSOM must participate in a research activity. Currently only 36% of medical schools have a research requirement (Liaison. Medical. Requirement: May 2017, Medical Student Research Requirement.)

Objective C:
Quality Instruction – Provide excellent medical education in biomedical sciences and clinical skills.

Performance Measure:
Pass rate on the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, taken during medical training.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
100%	100%	100%	95%	95%

Benchmark: U.S. medical student pass rates, Steps 1 & 2 is 94% for U.S. M.D. medical school graduates. [5]
The benchmark for the U.S. Medical Licensing Examination (USMLE), Steps 1 & 2, is the U. S. medical student pass rates.

GOAL 3
EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS – Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.

Objective A:
Increase medical student early interest in rural and primary care practice in Idaho.

Performance Measure:
The number of WWAMI rural summer training placements in Idaho each year.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
26	23	22	29	20

Benchmark: 20 rural training placements following first year of medical education [6]   The benchmark is 20 rural training placements following the first year of medical education. During the past summer, 29 students completed a Rural Underserved Opportunities Program (RUOP) experience in Idaho.

Objective B:
Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.

Performance Measure:
The number of WWAMI medical students completing at least one clerkship in Idaho each year.

FY15 (2014-2015)	FY16 (2015-2016)	FY17 (2016-2017)	FY18 (2017-2018)	Benchmark
34	36	24	28	20

Benchmark: 20 clerkship students each year [7] . The benchmark is 20 clerkship students per year that complete at least one clerkship in Idaho. The Idaho Track is a voluntary program of the University of Washington School of Medicine in which students complete the majority of required clinical clerkships within Idaho. Third-year Idaho Track medical students complete approximately twenty-four weeks of required clerkships in Idaho, and fourth-year Idaho Track medical students complete three of four required clerkships in Idaho. Twelve third-year students and sixteen fourth-year students participated in the Idaho Track during the 2017-2018 academic year. In addition to Idaho Track students, other UWSOM students rotated among the various clinical clerkships in Idaho. During academic year 2017-2018, a total of 143 UWSOM students completed one or more clinical rotations in Idaho.   Those 143 medical students completed a total of 276 individual clinical rotations in Idaho. It is expected that as the number of WWAMI medical students have increased and the number of medical students from other programs (ICOM, U of U, PNWU) are growing, the benchmark was decreased below the FY17 measure to reflect the realities of limited clerkships in Idaho. Effort to increase the number of clerkships in Idaho by WWAMI are underway.

Objective C:
Support and maintain interest in primary care and identified physician workforce specialty needs for medical career choices among Idaho WWAMI students.

Performance Measure:
Percent of Idaho WWAMI graduates choosing primary care, psychiatry, general surgery, and OB/GYN specialties for residency training each year.

FY15 (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**Benchmark**
64%	47%	59%	67%	50%

Benchmark: 50% or more of Idaho WWAMI graduating class choosing needed work force specialties for residency training each year [8]   The benchmark is 50% of the Idaho WWAMI graduating class choosing a specialty for residency training that is needed in Idaho (family medicine, general internal medicine, psychiatry, general surgery, and OB/GYN specialties). The benchmark is lower than the previous performance measures as a result of more medical students in the WWAMI cohort and limited graduate medical education options in Idaho and the nation. Currently there is national crisis related to a shortage of medical residencies.

Objective D:
Maintain a high level Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho.

Performance Measure:
Ratio of all WWAMI graduates who return to practice medicine in Idaho, regardless of WWAMI origin, divided by the total number of Idaho medical student graduates funded by the State.

FY15 (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**Benchmark**
72%	75%	75%	75%	70%

Benchmark: target ratio – 70% [9]   The benchmark for the Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho is 60%. The current ROI is 75% (447/599).
The benchmark is lower than the previous performance measures as a result of more medical students in the WWAMI cohort and other medical learners in the state competing for limited clerkship and residency positions.

Objective E:
Efficiently deliver medical education under the WWAMI contract, making use of Idaho academic and training resources.

Performance Measure:
Percent of Idaho WWAMI medical education contract dollars spent in Idaho each year.

FY15 (2014-2015)	**FY16** (2015-2016)	**FY17** (2016-2017)	**FY18** (2017-2018)	**Benchmark**
72%	70%	70%	70%	70%

Benchmark: 70% [10]   *The benchmark for this objective is 70%, the percentage of Idaho WWAMI medical education dollars spent in Idaho each year. In FY18, 70% of the State appropriations were spent in Idaho.*

Key External Factors *(beyond the control of the Idaho WWAMI Medical Program)*:

Funding: the number of state-supported Idaho medical student seats each year is tied to State legislative appropriations. Availability of revenues and competing funding priorities may vary each year.

Medical Education Partnerships: as a distributed medical education model, the University of Idaho and the UWSOM WWAMI Medical Program rely on medical education partnership with local and regional physicians, clinics, hospitals, and other educational institutions in the delivery of medical training in Idaho. The availability of these groups to participate in a distributed model of medical education varies according to their own budget resources and competing demands on their time and staff each year.

Population Changes in Idaho: with a growing population and an aging physician workforce, the need for doctors and medical education for Idaho's students only increases. Changes in population statistics in Idaho may affect applicant numbers to medical school, clinical care demands in local communities and hospitals, and availability of training physicians from year to year.

Medical School Curriculum: The University of Washington School of Medicine engaged in a major review and revision of the medical school curriculum which has impacted delivery of education and training in the WWAMI programs in Idaho. Given that students are on the University of Idaho campus for up to four terms instead of two, adjustments must be made to accommodate the increased number of medical students on campus. Expanded facilities, enhanced technology, additional faculty and support staff are necessary for the additional students and delivering this new state of the art curriculum. The University of Idaho is already anticipating these needs and working toward expanding facilities to accommodate the increased number of students. Tuition funds from third term medical students will help support the program's needs. The University of Idaho has identified and hired the necessary faculty to support the programmatic changes implemented in fall 2015. This curriculum renewal offers Idaho the opportunity to keep Idaho students in-state throughout a majority of the four years of their medical education, which is a significant advantage in retaining students as they transition to clinical practice.

For-profit Medical Schools in Idaho: There is an increasing need for more high quality clerkships for our students. The current challenge in developing clinical training opportunities is that multiple health profession training programs, such as medical students, physician assistant students, nurse practitioner students, family medicine residents, internal medicine residents and psychiatry residents are all seeking clinical training sites in Idaho. The proposed introduction of a for-profit osteopathic school in Idaho adding up to 300 additional clerkship students needing clinical training, would create significant challenges for clinicians in Idaho to meet those needs. The saturation of clinical training sites in Idaho has the potential to impact clinical opportunities for Idaho's only public supported medical education program housed in Idaho (WWAMI). Without strategic and thoughtful growth for medical education, the states only allopathic medical education opportunities for Idaho residents may be negatively impacted.

Evaluation Process
Annually WWAMI conducts an evaluation on the metrics used for the performance measures. The WWAMI Director and WWAMI Program Manager collect data from national, regional and local sources and then distribute that data for review to the University of Washington and University of Idaho administration. Strategic plans of the University of Washington School of Medicine and the University of Idaho serve as the framework for the WWAMI strategic plan and annual review process. Results of our performance measures are reviewed and influence the strategic plan as part of a continuous quality improvement.

Cyber Security Plan

The WWAMI Medical Education Program has adopted the National Institute of Standards and Technology (NIST) Cybersecurity Framework and implementation of the Center for Internet Security (CIS) Controls through the University of Idaho, which follows the Executive Order from the State Board of Idaho, https://gov.idaho.gov/mediacenter/execorders/eo17/EO%202017-02.pdf

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[1]Based on nationally set standards. The benchmark is the national ratio of state applicants to medical school to the number of state supported seats.

[2] Based on national set standards. 39% is the national average of students that return to their native state to practice medicine (reference: 2015 State Physician Workforce Book, https://www.aamc.org/data/workforce/reports/442830/statedataandreports.html

[3] Based on available resources for pursuing external grants and increased competitive nature of federal awards.

[4] Internally set benchmark as measure of program quality. All students at the UWSOM must participate in a research activity. Liaison. Medical. Requirement: May2016, Medical Student Research Requirement.

[5] Based on national standards United States Medical Licensing Examination Scores and Transcripts. www.usmle.org

[6] Based on state needs and available resources

[7] Based on analysis of areas of increase need in Idaho

[8] Based on national standards for workforce specialties

[9] Based on national standards for program return rates

[10] Based on available Idaho resources

	State Board of Education Goals				
Institution/Agency Goals and Objectives	*Goal 1: A WELL EDUCATED CITIZENRY*	*Goal 2: INNOVATION AND ECONOMIC DEVELOPMENT*	*Goal 3: DATA-INFORMED DECISION MAKING*	*Goal 4: EFFECTIVE AND EFFICIENT EDUCATIONAL*	*Goal 5*
GOAL 1: A WELL EDUCATED CITIZENRY *Continuously improve access to medical education for individuals of all backgrounds, ages, abilities, and economic means.*	✓	✓	✓		
Objective A: Access - Provide outreach activities that help recruit a strong medical student applicant pool for Idaho WWAMI.	✓		✓	✓	
Objective B: Transition to Workforce - Maintain a high rate of return for Idaho WWAMI graduate physicians who choose to practice medicine in Idaho, equal to or better than the national state return rate.	✓			✓	
GOAL 2: CRITICAL THINKING AND INNOVATION *WWAMI will provide an environment for the development of new ideas, and practical and theoretical knowledge to foster the development of biomedical researchers, medical students, and future physicians who contribute to the health and wellbeing of Idaho's people and communities.*	✓	✓			
Objective A: Critical Thinking, Innovation and Creativity – Generate research and development of new ideas into solutions that benefit health and society.	✓	✓		✓	
Objective B: Innovation and Creativity - Educate medical students who will contribute creative and innovative ideas to enhance health and society.	✓	✓			

Objective C: Quality Instruction – Provide excellent medical education in biomedical sciences and clinical skills.	✓			✓	
GOAL 3: EFFECTIVE AND EFFICIENT DELIVERY SYSTEMS Deliver medical education, training, research, and service in a manner which makes efficient use of resources and contributes to the successful completion of our medical education program goals for Idaho.	✓		✓	✓	
Objective A: Increase medical student early interest in rural and primary care practice in Idaho.		✓		✓	
Objective B: Increase medical student participation in Idaho clinical rotations (clerkships) as a part of their medical education.					
Objective C: Support and maintain interest in primary care and identified physician workforce specialty needs for medical career choices among Idaho WWAMI students.				✓	
Objective D: Maintain a high level Return on Investment (ROI) for all WWAMI graduates who return to practice medicine in Idaho.		✓		✓	
Objective E: Efficiently deliver medical education under the WWAMI contract, making use of Idaho academic and training resources.	✓	✓		✓	

Initiatives or Progress

SUBJECT
Integration of Open Education Resources

ALIGNMENT WITH STRATEGIC PLAN
Goal 1 (A Well-Educated Citizenry), Objectives B (Adult Learner Re-Integration) and C (Higher Level of Educational Attainment)

BACKGROUND/DISCUSSION
According to a 2014 report released by the U.S. Center for Public Interest Research, the average college student spends $1200 each year on textbooks and other course materials. In some cases, perhaps more prevalent in community colleges, the cost of textbooks can exceed the cost of tuition. The research indicates that a majority of students base course selection decisions on textbook prices and seek to avoid courses with expensive content. Other students may not purchase required textbooks or attend classes early in the term until the more affordable used textbook found online has been delivered.

Legislative action at the federal level has been taken to address affordability issues associated with textbooks. Most notably, the Higher Education Opportunity Act of 2008 requires publishers to disclose prices to professors during the marketing process, and for institutions to allow students to see textbook prices during course registration.

Open Education Resources is defined by The Hewlett Foundation as "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. [They] include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge."

An example of OER is open-source textbooks, which are free online and affordable in print. Open-source textbooks have gained considerable momentum as a cost-effective alternative for traditional hard copy textbooks and fee-based online learning content. As the cost of textbooks outpaces the rate of inflation (the General Accountability Office reported in 2013 that new textbook prices increased 82 percent between 2002 and 2012), it is the only product in the marketplace that can directly compete with the more expensive price charged by publishers for new editions.

In order for Idaho to capitalize on the benefits of OER, the Board must (a) establish a comprehensive vision for the meaningful adoption of OER and (b) promote and support the need for OER development, adoption, and maintenance.

IMPACT
The low cost of OER reduces some of the inequity faced by Idaho's low-income and underserved student populations pursuing postsecondary study. This also

includes financial hardships faced by adult learner populations seeking to complete a postsecondary credential. Providing affordable textbook and other learning resource options will help improve timely completion rates by reducing the costs associated with enrollment in additional required courses. Furthermore, offering OER as a means for instruction in dual credit courses will reduce the costs often encumbered by local K-12 school districts and students. Summarily, adopting a scale approach to OER promotes college completion and progress towards achieving the Board's attainment goals.

For faculty and instructors at the postsecondary level, the adoption of OER often requires a number of commitments. Among others, this includes undertaking the professional development necessary to learn how to effectively utilize OER, in addition to the work effort necessary for aligning OER to pedagogical preferences and desired course content. These items traditionally require additional time and/or resources to be allocated to faculty for taking on additional duties and responsibilities associated with transitioning to OER. At some Idaho institutions, there is not a sufficient instructional technology support staff to assist with professional development needs, nor is there specific incentive in institutional policies for faculty to consider the development and delivery of OER in their courses. Any expectation for the adoption of open education resources will need to bear in mind the need for these items to be addressed.

ATTACHMENTS
Attachment 1 – Open Education Fact Sheet   Page 3

STAFF COMMENTS AND RECOMMENDATIONS
Staff is supportive of pursuing OER adoption, at minimum, for the courses to be adopted in the 2019-20 academic year for common-course indexing (also commonly referred to as common-course numbering). However, for both Board staff and institutions, developing an understanding of the Board's vision for the scope and scale of OER adoption would help shape planning and implementation processes.

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

Open Education

What is Open Education?

Open Education is the critical link between teaching, learning, and the collaborative culture of the Internet. SPARC supports policies and practices that advance the creation and use of Open Educational Resources (OERs) — academic materials that everyone can use, adapt, and share freely.

What are Open Educational Resources?

Open Educational Resources (OERs) are teaching, learning, and research resources released under an open license that permits their free use and repurposing by others. OERs can be textbooks, full courses, lesson plans, videos, tests, software, or any other tool, material, or technique that supports access to knowledge.

Why are Open Educational Resources important?

Technology creates an unprecedented opportunity to expand access to knowledge. Yet, our systems for communicating knowledge still have many of the same cost barriers and use limitations present in the pre-Internet, print-based world. This is especially true for educational resources. *The cost of college textbooks has risen rapidly, forcing many students to forgo required materials due to the expense.* Digital alternatives have offered little financial relief, and are typically sold on a subscription basis with heavy restrictions on access. Moreover, traditional publishing systems too often discourage, rather than enable, the adaptation or improvement of content for the classroom.

Educational materials are both an important output of the scholarly research process and, in turn, an essential part of educating tomorrow's scholars. SPARC believes that OERs are the ideal model to leverage the digital environment to unlock the full potential for education.
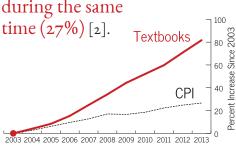
Case studies: What does the data show?

Studies conducted at Virginia State University and Houston Community College found that students who used open textbooks tended to have *higher grades* and *lower withdrawal rates* than their peers who used traditional textbooks [3][4].

65% of students report not purchasing a textbook because of its high price [1].

College textbook prices rose 82% between 2003 and 2013, approximately *triple the rate of inflation* in overall consumer prices (CPI) during the same time (27%) [2].

WORK SESSION - IRSA

SPARC✳

How Are Open Educational Resources Created?

OER publishing efforts mirror the traditional publishing process, including author compensation and peer review, and release the output under an open license.

OpenCouseWare (OCW) are OERs created by educators and presented in course format, often including both course planning materials and instructional materials.

Publicly-funded initiatives support the development of OER and ensure that taxpayer-funded educational resources are openly licensed.

Individual authors who receive support from their institution or write on their own time can share their work freely through OER repositories.

How Are Open Educational Resources Used?

Students can access OERs online for zero cost, download and keep a digital copy, and print or purchase a low-cost hardcopy.

Educators can curate, tailor, and share OERs to perfectly suit their curriculum, and share their innovations freely.

Authors can disseminate their work to a worldwide audience while still receiving attribution.

Institutions can leverage OERs to reduce student out-of-pocket costs.

Entrepreneurs can build businesses around OER by offering value-added products.

How Can You Support Open Education?

SPARC supports the creation and adoption of OERs to be used in teaching, along with collaborative new approaches to learning, where knowledge is created and shaped openly, and promotes practices and policies that advance this vision. You can help support OERs by:

Increasing OER awareness and adoption. Students, professors, librarians, and administrators can help raise awareness, increase discoverability, and advocate adoption of OERs whenever appropriate.

Supporting OER development. Institutions, foundations, authors, and researchers can support or participate in frameworks for creating, vetting, and evaluating the efficacy of OERs.

Advocating effective policies. Policymakers can fund programs that support OER creation and adoption, ensure that publicly-funded educational resources are openly licensed, and remove policy barriers that hinder OER.

[1]   U.S. PIRG Education Fund and the Student PIRGs. 2014. Fixing the Broken Textbook Market.
      http://www.studentpirgs.org/reports/sp/fixing-broken-textbook-market

[2]   Bureau of Labor Statistics. 2014. Consumer Price Index Databases. http://www.bls.gov/cpi/data.htm

[3]   Hilton III, J., & Laman, C. 2012. One college's use of an open psychology textbook. Open Learning: The
      Journal of Open, Distance and e-Learning, 27(3), 265-272.

[4]   Feldstein, A., Martin, M., Hudson, A., Warren, K., Hilton III, J., & Wiley, D. 2012. Open Textbooks and
      Increased Student Access and Outcomes. European Journal of Open, Distance and E-Learning.

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SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 education with the Board.

BOARD ACTION

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

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SUBJECT

Keep Idaho Students Safe (KISS) Initiative Overview – Informational Item

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1631, Idaho Code, Requirements for Harassment, Intimidation and Bullying Information and Professional Development.

HB 287, Section 5 (2017) – Appropriations, Public Schools, Division of Children's Programs; HB 634 (2018), Section 33-136, Idaho Code, Suicide Prevention in Schools.

Idaho Administrative Code, IDAPA 08.02.03 – Section 160, Safe Environment and Discipline.

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective D: Quality Education

BACKGROUND/DISCUSSION

The Keep Idaho Students Safe (KISS) Initiative is an effort that builds upon existing efforts around school safety and student wellness. It is critical that the state explore every opportunity to ensure students are safe in Idaho schools.

Key components of the Initiative include:

- Create a 'school safety course' worth three (3) credits to be required for teacher and administrator recertification. The course will cover a range of safety topics.
- Explore avenues for every school in the state to have trained, armed human security presence.
- Focus existing trainings and conferences on behavioral threat assessment, bullying prevention and crisis response.
- Establish a Statewide Safety Officer position at the Department to meet deficiencies identified by building level threat assessments to increase school security profiles.
- Convene stakeholders and subject matter experts to create suicide prevention training materials for schools to adhere to pending legislation.

IMPACT

This effort will increase the safety profile of Idaho schools through expanding the knowledge and awareness of staff to prevent, identify and intervene youth risk behaviors and threats to schools. Expanding state-level supports will aid in bringing school safety subject matter expertise to local jurisdictions. Additionally, increased law enforcement presence will serve as a deterrent to those planning on harmful actions on campus. The fiscal impact has yet to be determined.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

In 2017 the Idaho Legislature enacted the Idaho School Safety and Security Act (Chapter 59, Title 33, Idaho Code). This Act established the Office of School Safety and Security in the Division of Building Safety and the Idaho School Safety and Security Advisory Board. The legislative intent behind this act is:

- to promote the safety and security of the students attending the public education institution of the state; provide recommendations, systems and training to assist public educational institutions at all levels for the safety and security of students;
- enhance the safety and security resources available to public educational institutions;
- ensure that periodic security assessments of statewide public educational institutions are conducted and reported;
- ensure that surveys are conducted and research information is reported to appropriate parties;
- promote the use of technical methods, devices and improvements to address school security; encourage the recognition of security design to be incorporated in future construction or renovation of public education institutions;
- and provide written reports of security assessments to appropriate school administrative authorities.

As used in this chapter of Idaho Code, public educational institutions include public postsecondary institutions and public schools. The Office of School Safety and Security serves as an additional resource available to public schools and postsecondary institutions.

Any components to the initiative that required changes to educator preparation standards, certification, or certification renewal requirements would come back to the Board through the rulemaking process for Board action.

BOARD ACTION

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

Keep Idaho Students Safe (KISS) Initiative Overview

April 4, 2018

<u>**Current Efforts**</u>

The State Department of Education (SDE) is committed to supporting schools in creating safe and supportive learning environments for every student in Idaho. Social and emotional wellness is prerequisites for academic success. As such, activity to keep students safe through prevention, intervention and response strategies is an ongoing effort; below are descriptions of current SDE supports for schools in this area:

- ✓ ***Superintendent Ybarra's Stop Bullying Initiative-*** this is intended to raise awareness of bullying and harassment through public service announcements and includes an anti-bullying toolkit.
- ✓ ***Idaho Prevention and Support Conference***- this is an annual, statewide conference hosted by the SDE and draws approximately 700 school counselors, administrators, school resource officers, program providers and various stakeholders. The focus centers on addressing youth risk behaviors (bullying, suicide, drug and alcohol use, etc.) and fostering optimal conditions for learning.
- ✓ ***Local / Regional Trainings***- SDE staff provides trainings / presentations on bullying, suicide prevention and related topics at schools, conferences, parent nights and other events on an ongoing basis.
- ✓ ***Tools and Resources***- the SDE website contains guidance, legal references, program summaries, policy examples, links to national resources and public service announcements focused on preventing and addressing bullying and harassment.
- ✓ ***Data***- the SDE administers the Youth Risk Behavior Survey, which is anonymously administered to a random sample of 9-12 graders biennially and includes questions about bullying, harassment, suicide ideation and related topics. The SDE also collects incidents of bullying from school districts on an annual basis.
- ✓ ***Suicide Prevention***- in partnership with the Office of Suicide Prevention (housed in the Department of Health and Welfare), the SDE administers the Idaho Lives Project, which entails the implementation of a best practice suicide prevention program called Sources of Strength in Idaho schools. Sources of Strength focuses on cultivating positive school climates through student-led activities to foster hope, help, strength, resiliency and grit.
- ✓ ***Funding***- The SDE administers funding to school districts for prevention activities. Resources include Safe and Drug Free Schools ($4 million state funds) and Title IVA ($2 million in federal ESSA funds). IVA funding has three priorities, and only one of which is safe and healthy students. Schools determine how to prioritize these funds.
- ✓ ***Idaho Office of School Safety and Security***- This office is housed within the Division of Building Safety. The primary mission of the office is conducting onsite security vulnerability assessment of every publicly funded school campus in the state and assisting with prioritizing threat mitigation steps.

While these current efforts are valuable supports to address school safety; more can be done to assure every student in Idaho feels safe at school. This is where the KISS Initiative comes into play.

KISS Initiative Overview

No one strategy is sufficient to address school safety; therefore a multi-pronged approach is required to protect students from harm. The combination of equipping staff with knowledge, tools and resources, and increasing human security presence is a holistic approach to keeping students safe. The components of KISS are informed by stakeholders, parents, students and school staff and include the following:

- ✓ *School Safety Course-* the SDE is designing a 3 credit course (45hrs) focused on protecting students and addressing risk behaviors. The initial vision is for this course to be required for teacher and administrator recertification (required every five years) and will be offered 25 times a year throughout the state. The content of the course will be designed by subject matter experts representing various stakeholder groups. The following topics have been identified as areas of focus for the course:
  - Social / emotional learning
  - Positive school climate strategies
  - Bullying / harassment prevention
  - Social media impact on student interactions
  - Dating relationship violence prevention
  - Human trafficking prevention
  - Internet crimes against children awareness
  - Suicide prevention
  - Sexual assault prevention
  - Drug and alcohol use prevention
  - Behavioral threat assessment

  Subject matter experts are being convened to design the standards for the course; these will be aligned with the Idaho Core Teaching Standards. Rather than a series of 'standalone' trainings clustered together to meet the time requirement for the course; the SDE will facilitate a process of identifying themes across the topics listed above to highlight root causes of risk behaviors and common approaches to inoculate students from dangerous activities that disrupt well-being and interrupt learning. As the process of designing the course plays out refinement will occur depending on topics / themes that emerge.

Cost Estimate: $1,990,000.00

✓ *Security Grant for Schools-* the SDE is focused on securing funds for all Idaho schools to have a trained security presence. While School Resource Officers (SROs) commonly fill this role, lack of resources (both human and financial) is a barrier to establishing this presence throughout the state. These individuals may be SROs, retired military / law enforcement or private security. All will receive the same training.

- Total number of student-occupied school buildings in Idaho: 732
- Grant funding proposed per building: $25,000
- Estimated cost for training per individual: $500

Cost Estimate: $18,666,000.00

✓ *Statewide Crisis Communications Counselor-* this position would be housed in the SDE and serve as the single point of contact for school counselors (primarily) for support in addressing student social / emotional issues. This position will serve as a dedicated 'lifeline' for threats to schools as a way to quickly leverage resources at the state level. Activities the Statewide Crisis Communications Counselor will provide include:

- Assisting schools in implementing a behavioral threat assessment system
- Identification and implementation of crisis response resources
- Maintaining a repository of local mental health providers
- Identifying grants and other resources to increase healthy school climates
- Leveraging state-level supports to assist schools in addressing student risk behaviors (Juvenile Corrections, Division of Building Safety, Health and Welfare)
- Conduct training based on the unique needs of local jurisdictions

Cost Estimate: $116,584.45 (includes salary, fringe and $20K in operational funds)

Keep Idaho Students Safe Total Cost Estimate: <u>$20,772,584.45</u>

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Keep Idaho Students Safe
Initiative Overview

Matt McCarter
Director, Student Engagement / Career & Technical Readiness

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

3/22/2018

Rationale

1. Social, emotional and physical wellness are prerequisites for academic success.
2. While efforts are taking place to address school safety and student wellness, many continue to struggle and are scared.

Lily Clark

Keep Idaho Students Safe| 2

Rationale

17

Number of school shootings in US in 2018

25.8

Percent of Idaho high schoolers bullied in the last 12 months

21.7

Percent of Idaho high schoolers who seriously considered suicide in the last 12 months

29.6
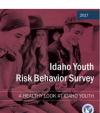
Percent of Idaho high schoolers who carried a weapon (gun, knife, club) in the past 30 days

Keep Idaho Students Safe | 3

Current Efforts

- Bullying prevention initiative
- Idaho Prevention and Support Conference
- Idaho Lives Project- suicide prevention
- Youth Risk Behavior Survey
- Tools & Resources
- Funding
- Local / regional trainings

Keep Idaho Students Safe | 4

Keep Idaho Students Safe (KISS)

No single strategy is sufficient to address school safety; therefore a multi-pronged approach is required to protect students from harm. KISS is intended to do the following:

1. Equip school staff with knowledge, tools and resources to prevent and respond to risk behaviors and dangers facing students
2. Increase security presence in Idaho schools
3. Expand state capacity to assist schools in crisis situations

Keep Idaho Students Safe | 5

School Safety Course

The SDE is convening subject matter experts to design a 3 credit school safety course that will be required for teacher & administrator recertification. Topics to be addressed include:

- ✓ Social / emotional learning
- ✓ Positive school climate strategies
- ✓ Bullying / harassment prevention
- ✓ Social media impact on student interactions
- ✓ Dating violence prevention
- ✓ Suicide prevention

- ✓ Human trafficking prevention
- ✓ Internet crimes against children awareness
- ✓ Drug and alcohol use prevention
- ✓ Behavioral threat assessment

Cost estimate:$1,990,000.00

Keep Idaho Students Safe | 6

Trained Security Presence in Schools

The SDE is focused on securing funds for all Idaho schools to have a trained security presence. While School Resource Officers commonly fill this role, lack of resources (both human and financial) is a barrier to establishing this presence throughout the state. These individuals may be SROs, retired military / law enforcement or private security.

These individuals will receive uniform training.

Cost estimate:$18,666,000.00

Keep Idaho Students Safe | 7

Crisis Communication Counselor

Housed in the SDE and the point of contact for school counselors for support in addressing social / emotional issues. Activities include:

✓Behavioral threat assessment implementation

✓Maintain a repository of local mental health providers

✓Conduct trainings based on local needs

✓Assist in responding to crises

✓Leverage state-level supports to address student risk behaviors

Cost estimate: $116,584.45

Keep Idaho Students Safe | 8

Questions

Matt McCarter | Director, Student Engagement / Career & Technical Readiness
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Supporting Schools and Students to Achieve
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Keep Idaho Students Safe |9

TAB	DESCRIPTION	ACTION
1	**AUDIT – IDAHO STATE UNIVERSITY – INTELLECTUAL PROPERTY FOUNDATION OPERATING AGREEMENT**	Motion to Approve
2	**BAHR - SECTION I – RETIREMENT PLAN UPDATES**	Motion to Approve
3	**BAHR SECTION II – BOISE STATE UNIVERSITY – PROPERTY TRANSFER**	Motion to Approve
4	**IRSA – PROGRAMS AND CHANGES APPROVED BY EXECUTIVE DIRECTOR – QUARTERLY REPORT**	Motion to Approve
5	**PPGA – ALCOHOL PERMITS REPORT – PRESIDENT APPROVED**	Information item
6	**PPGA – STATE REHABILITATION COUNCIL APPOINTMENTS**	Motion to Approve
7	**PPGA – IDAHO INDIAN EDUCATION APPOINTMENTS**	Motion to Approve
8	**SDE – BOISE STATE UNIVERSITY – EARLY CHILDHOOD EDUCATION ENDORSEMENT**	Motion to Approve
9	**SDE – EMERGENCY PROVISIONAL CERTIFICATION**	Motion to Approve
10	**SDE – PROFESSIONAL STANDARDS COMMISSION APPOINTMENTS**	Motion to Approve

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IDAHO STATE UNIVERSITY

SUBJECT
Operating Agreement between Idaho State University (ISU) and the Idaho State University Intellectual Property Foundation

REFERENCE
August 2014   Board approval of the Operating Agreement between ISU and the ISU Intellectual Property Foundation.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.E.

ALIGNMENT WITH STRATEGIC PLAN
This action supports State Board of Education (Board) Strategic Plan Goal 2: Innovation and Economic Development; Objective B: Innovation and Creativity.

BACKGROUND/DISCUSSION
Board policy requires that institutions' affiliated foundations be non-profit entities and that they be recognized by the Board. The operating agreements between the institutions and their affiliated foundations must be approved by the Board prior to execution and must be re-submitted to the Board every three (3) years, or as otherwise requested by the Board, for review and re-approval.

Idaho State University (ISU) is submitting the operating agreement with the ISU Intellectual Property Foundation for its three-year review. There are no substantive changes to the agreement since the Board approved the agreement in 2014.

IMPACT
Re-approval of the operating agreement meets the requirement for periodic review and approval by the Board, as stated in Board Policy V.E.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

The original version of the ISU operating agreement with the ISU Intellectual Properties Foundation was approved by the Board in 2014. ISU's administration (including the Vice President for Research and General Counsel) and the ISU Foundation are satisfied with the arrangements in the agreement, which was approved by the Board. Board staff accomplished a line-by-line comparison of the two documents to confirm that the only changes made from the Board-approved 2014 document are minor format corrections and a new effective date, reflecting the three-year review and Board re-approval.

Note: Board Policy V.E. also requires that affiliated foundations have 501(c)(3) status. The ISU Intellectual Property Foundation is not yet in compliance. The Foundation is now working to obtain that status.

The Audit Committee reviewed the attached operating agreement at its March 2018 meeting and has forwarded it to the Board with the recommendation that it be approved. Staff recommends approval.

BOARD ACTION

I move to approve the Operating Agreement between Idaho State University and the Idaho State University Intellectual Property Foundation, Incorporated, as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OPERATING AGREEMENT BETWEEN
IDAHO STATE UNIVERSITY AND
IDAHO STATE UNIVERSITY INTELLECTUAL PROPERTY FOUNDATION, INC.

This agreement ("Operating Agreement") is entered into effect as of the   day of   , 2018, by and between Idaho State University ("University") and Idaho State University Intellectual Property Foundation, Inc. ("IPF"). The University and IPF are sometimes collectively referred to herein separately as a "Party" and collectively as the "Parties."

WHEREAS, IPF is a nonprofit corporation incorporated on December 3, 2014, pursuant to the Idaho Nonprofit Corporation Act;

WHEREAS, IPF will become a tax-exempt entity under Section 501(c)(3) of the Internal Revenue Code;

WHEREAS, IPF's purpose and mission is to support the education, research, and public service functions of the University;

WHEREAS, IPF and the University desire to set forth in writing various aspects of their relationship with respect to IPF's commercialization of ISU technology;

WHEREAS, the Idaho State Board of Education (collectively the "State Board") has promulgated Policies, Procedures, and Guidelines applicable to the commercialization of University intellectual property (these policies, procedures, and guidelines as currently constituted and the successor policies, procedures, and guidelines thereto are referred to herein collectively as "State Board Policies and Procedures");

WHEREAS, IPF and the University intend for this agreement to be the written operating agreement required by the State Board.

NOW THEREFORE, in consideration of the mutual covenants and undertakings herein, the University and IPF hereby agree as follows:

ARTICLE I

IPF'S PURPOSES

A.   IPF's purpose is to support the education, research, and public service functions of the University through commercializing intellectual property created by the University.

B.   In carrying out its purpose IPF shall not engage in activities that conflict with (1) federal or state laws, rules and regulations (including, but not limited to all applicable

provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations); (2) applicable State Board Policies and Procedures; and/or (3) the role and mission of the University.

C.   The IPF will always keep in mind the fact that it is organized to support and further the interests of the University and will, as it pursues the commercialization of intellectual property, take steps to protect the University from legal exposure and risk to its reputation.

D.   The IPF Board of Directors shall keep operating costs to a minimum and ensure that ISU's research and educational mission and ISU's best interests are paramount in their decision making process.

ARTICLE II

IPF'S ORGANIZATIONAL DOCUMENTS

IPF shall provide copies of its Articles of Incorporation and Bylaws to the University. IPF shall not amend or revoke its Articles of Incorporation or Bylaws without the written approval of the University and the State Board of Education.

ARTICLE III

UNIVERSITY RESOURCES AND SERVICES

A.   **University Employees.**

1.   Liaison: The University's Vice President for Research and Economic Development shall serve as the University's liaison to IPF (the "Liaison"). The duties and responsibilities of the Liaison are as follows:

a.   The Liaison shall be responsible for communicating with IPF regarding the University's activities and programs relevant to IPF's mission and for coordinating any administrative support provided by the University to IPF.

b.   The Liaison shall report on behalf of the University to IPF's Board of Directors regarding the University's research efforts with regard to IPF. The Liaison may also report other information to IPF's Board of Directors that is pertinent to the common goals of the University and IPF.

2.   The University and IPF may elect to enter into agreements for the loaning of employees to IPF by the University pursuant to terms substantially similar to the Loaned Employee Agreement attached as Exhibit "A."   Subject to the Loaned Employee Agreement, the loaned employees shall report to the IPF Board and the Executive Director of IPF. IPF will reimburse the University for the salary of the

loaned employee pursuant to the Loaned Employee Agreement or as otherwise determined by the agreement of the Parties.

3. Limited Authority of University Employees. Notwithstanding the foregoing provisions, no University employee other than an employee loaned to IPF shall be permitted to have responsibility or authority for IPF policy making, financial oversight, spending authority, investment decisions, or the supervision of IPF employees, provided however University employees appointed to the IPF Board of Directors shall have authority to act as such within the laws of the state of Idaho governing conflicts of state officials as well as the policies of the IPF Board of Directors regarding conflicts.

4. IPF Executive Director. The IPF Executive Director shall be an employee of the IPF and shall not be a loaned employee of the University.

B. **Support Staff Services and Facilities.** The University may provide administrative support in financial, accounting, and research compliance services to IPF and the use of the University's office space and other facilities as set forth in the Service Agreement attached hereto as Exhibit "B" ("Service Agreement"). Except as specifically provided otherwise herein, all University employees who provide support services to IPF shall remain University employees under the direction and control of the University, unless it is agreed that the direction and control of any such employee will be vested with IPF in a Loaned Employee Agreement. The IPF will pay the University for the services and facilities provided to IPF pursuant to the Service Agreement or as otherwise determined by the agreement of the Parties.

C. **No IPF Payments to University Employees**. Notwithstanding any provision of this Agreement to the contrary, IPF shall not make any payments directly to a University employee in connection with any resources or services provided to IPF pursuant to this Article, provided however, nothing in this paragraph C shall limit or prohibit formal joint appointments of employees between the University and IPF under which IPF pays the percentage of salary and employee benefits allocated to IPF under the joint appointment agreement.

ARTICLE IV

MANAGEMENT AND OPERATION OF IPF

A. **Grants.** IPF may apply for grants and contracts, such as, without limitation, Small Business Innovation Research grants. However, IPF will not apply for any grants without the prior approval of the University's Vice President for Research and Economic Development. IPF will not directly conduct research activities though it may contract with the University or other entities for the University or other entities to provide research services. All contracts to which the IPF is a party shall provide that IPF is an entity distinct and separate from the University.

B. **Focus on Technology Transfer.** The IPF will abide by State Board

Policies and Procedures, applicable University policies, and state and federal law and act only in a manner consistent with the same. In particular, in pursuing commercialization of University technology, IPF will act in a manner consistent with the University's overarching goal of delivering useful products to the public. The IPF will pursue commercialization of University technology in a manner that encourages commercialization rather than generating revenue primarily through threats of patent infringement litigation ("patent trolls") or [11]flipping" technology. The IPF will carefully review the State Board Policies and Procedures, which provide detailed directions on these issues, and act only in a manner consistent therewith.

C. Fund Transfers and Charitable Fundraising.

1. IPF may, from time to time, transfer funds to the University as part of IPF's mission in support of the University. The University may direct IPF to transfer such funds to the Idaho State University Foundation, Inc., in which case such funds will be subject to Idaho State University Foundation, Inc. policies and procedures. IPF's Treasurer or other individual to whom such authority has been delegated by IPF's Board of Directors shall be responsible for transferring funds as authorized by IPF's Board of Directors. All transfers and expenditures described in this Section must comply with section 501(c)(3) of the Internal Revenue Code and be consistent with IPF's mission to support of the University.

2. Charitable Fundraising. IPF will not solicit for the donation of charitable contributions to be held by IPF. If a donor approaches IPF with the intention of making a charitable contribution to IPF, IPF will instruct such donor to contribute such funds to the Idaho State University Foundation, Inc.

D. IPF Contracts, Expenditures, and Financial Transactions.

1. Signature Authority for Contracts. The IPF Board of Directors may grant to IPF personnel signature authority for contracts to which IPF is a party pursuant to IPF's bylaws. The IPF shall notify the University in writing of those parties given signature authority.

2. IPF designates the IPF Chair and Treasurer as the individuals with signature authority for IPF in all financial transactions. IPF's Treasurer may also delegate signature authority on a temporary basis consistent with IPF's Bylaws to another IPF employee, an employee loaned to IPF, or an IPF Board member who is not a University employee. In no event may the person with IPF signature authority for financial transactions be a University employee, unless such individual is an employee who is loaned to IPF.

3. Expenditures. All expenditures of IPF shall be consistent with the purposes of IPF and applicable laws, contracts, and grants as the case may be.

E. Transfer of University Financial Assets to IPF. The University may

transfer funds to the IPF until it becomes self-supporting to aid the IPF in pursuing its purpose and to allow it to fulfill its responsibilities hereunder. Proposed funding requirements for the IPF will be determined on an annual basis as part of the operating budget process, but presented to the State Board for approval in a separate review. These funding transfers will constitute a line of credit that the IPF will be contractually required to repay, after it becomes self-supporting and on a schedule as proposed by the University and approved by the State Board in the annual review.

F. **Transfer of University Intellectual Property to the IPF.** The University may transfer intellectual property to the IPF. All such transfers of intellectual property will be made pursuant to State Board Policies and Procedures, University policy, and state and federal law. Such transfers shall be made pursuant to a written agreement detailing the financial arrangement between the Parties applicable to the intellectual property transferred.

G. **Separation of Funds.** All IPF assets (including bank and investment accounts) shall be held in separate accounts in the name of IPF using IPF's Federal Employer Identification Number. The financial records of IPF shall be kept using a separate chart of accounts and shall be kept in a secured database that is protected by separate password-only access.

H. **Insurance.** IPF shall maintain insurance to cover the operations and activities of its Directors, Officers and employees. IPF shall also maintain general liability coverage.

I. **Organizational Documents.** IPF's Articles of Incorporation are attached hereto as Exhibit "C" and IPF's Bylaws, which are attached at Exhibit "D." IPF agrees to provide copies of such Articles and Bylaws as well as any subsequent amendments to such documents to the University immediately upon request. IPF agrees that its Articles of Incorporation and Bylaws shall not be amended or revoked without the written approval of the University and State Board of Education.

J. **Conflicts of Interest.** IPF, in its bylaws has adopted a written policy addressing the manner IPF will address conflict of interest situations.

K. **Equity Positions and Cash Investments.** IPF is prohibited from taking majority ownership positions in companies and will not be involved in the operations of any company in which it holds equity. IPF shall not use funds that it receives from the University to make a cash investment in any company in return for equity.

L. **Lease or Purchase of Real Property.** IPF may lease or purchase real property only if such lease or purchase is consistent with IPF's purposes and obligations as described herein.

ARTICLE V

IPF'S RELATIONSHIP WITH THE UNIVERSITY

A. **Joint Participation.** The parties hereto recognize that joint participation and regular interaction among employees of both IPF and University is beneficial and encouraged. This may include service on committees, councils, review Boards and/or other activities identified by either party for the mutual benefit and interest of both parties.

B. **University's Representation on IPF's Board.** The University will be allowed representation on IPF's Board of Directors as set forth in the Bylaws as attached hereto. Provided, however, the University's representation on the IPF Board shall not constitute a majority of the IPF Board.

C. **Executive Director Reporting.** The IPF Executive Director shall act under the supervision of and report to the IPF Board subject to any applicable Loaned Employee Agreement.

D. **Cost Recovery.** The parties shall allocate costs associated with reciprocative operations in a fair and equitable manner so that the full and independent costs of such operations can be recovered by the respective parties.

E. **Export Control.** IPF shall be responsible for all matters pertaining to export controls.

F. **Subsequent Agreements.** The parties hereto anticipate that they may enter into subsequent written agreements on a project by project basis setting forth the parties' respective duties and obligations in regard to such projects. As such, the parties hereto acknowledge and agree that any such agreement shall govern for the purpose of any such specified project. Provided, however, that if there is a conflict between the terms of the Operating Agreement and the terms of a subsequent agreement, the terms of the Operating Agreement will be controlling and supersede any inconsistent terms in the subsequent agreement.

G. **Access to Records.** The University shall have reasonable access to the financial and accounting records of IPF upon providing three (3) days written notice to IPF. All access by the University of such records shall be made in accordance with applicable laws. In addition, upon request of IPF, the University shall execute a proprietary and confidentiality agreement and instruct its agents and employees that all confidential information of IPF shall be protected from disclosure.

H. **Records Management.**

1. IPF shall be responsible for maintaining all permanent records of IPF including but not limited to IPF's Articles, Bylaws and other governing documents, all necessary documents for compliance with IRS regulations, and all other IPF records as required by applicable laws.

2.   IPF's Board of Directors shall foster an atmosphere of openness in its operations, consistent with the prudent conduct of its business. The parties understand that IPF is not a public agency or a governing body as defined in the Idaho Code and the Idaho Open Meeting Law and Access to Public Records statutes. Nothing in this Operating Agreement shall be construed as a waiver of IPF's right to assert exemption from these statutes.

I.   **Identification of Source.** IPF shall be clearly identified as the source of any correspondence, activities and advertisements emanating from IPF.

J.   **Establishing IPF's Annual Budget.** IPF shall provide the University with IPF's proposed annual operating budget and capital expenditure plan (if any) prior to the date of IPF's Board of Directors meeting at which IPF's Board of Directors will vote to accept such operating budget.

K.   **Attendance of the University's President at IPF's Board of Director Meetings.** IPF may invite the University's President to attend meetings of IPF's Board of Directors and the University's President may act in an advisory capacity in such meetings. The University's President may serve as an Ex-Officio member of IPF's Board of Directors.

L.   **Supplemental Compensation of University Employees.** No University employee shall receive direct payments, compensation, or other benefits from IPF, provided that IPF may pay for those benefits which are necessary for its normal course of operation, including, but not limited to, travel and continuing professional education. Any such payment must be paid by IPF to the University and the University shall then pay or reimburse the employee in accordance with the University's normal practice. No University employee shall receive any payments or other benefits directly from IPF. Provided however, nothing in this sub-section shall limit or prohibit formal joint appointments of employees between the University and IPF under which IPF pays the percentage of salary and employee benefits allocated to IPF under the joint appointment agreement.

ARTICLE VI

AUDITS AND REPORTING REQUIREMENTS

A.   **Fiscal Year.** IPF and the University shall have the same fiscal year.

B.   **Annual Audit.** IPF shall have an annual financial audit conducted in accordance with Government Accounting Standards Board or Financial Accounting Standards Board principles as appropriate. The audit shall be conducted by an independent certified public accountant who is not a Director or Officer of IPF. Such audit shall be conducted at the same or similar time as the University audit and shall be reported

to IPF's Board of Directors. Such audit reports shall contain IPF's financial statements and the auditor's independent opinion regarding such financial statements. The annual audit reports shall be submitted to the University's Office of Finance and Administration in sufficient time to incorporate the same into the State of Idaho's Comprehensive Annual Financial Review statements.

C.   **Reports to University Vice President for Research and Economic Development.** On an annual basis and as otherwise requested by the University, IPF shall provide a written report to the University Vice President for Research and Economic Development (with a copy to the University Vice President for Finance and Administration) setting forth the following items:

1.   a report of IPF transfers made to the University, summarized by University department;

2.   a list of all of IPF's Officers, Directors, and employees;

3.   a list of University employees for whom IPF made payments to the University for approved purpose during the fiscal year, and the amount and nature of

each payment;

4.   a list of all contracts entered into by IPF;

5.   a quarterly report of IPF's activities and strategic direction; and

6.   a report of any actual litigation involving IPF during its fiscal year, identification of legal counsel used by IPF for any purpose during such year, and identification of any potential or threatened litigation involving IPF limited to the extent necessary to protect attorney-client privilege and litigation strategy.

ARTICLE VII

CONFLICT OF INTEREST AND CODE OF ETHICS AND CONDUCT

A.   **Conflicts of Interest Policy Statement.** IPF, in its bylaws has adopted a written policy addressing the manner IPF will address conflict of interest situations.

B.   **Dual Representation.** Under no circumstances may a University employee represent both the University and IPF in any negotiation, sign for both Parties in transactions, or direct any other University employee under their immediate supervision to sign for the related Party in a transaction between the University and IPF. This shall not, however, prohibit University employees from drafting transactional documents that are subsequently provided to IPF for IPF's independent review, approval and use.

C.   **Contractual Obligation of University.** IPF shall not enter into any contract that would impose a financial or contractual obligation on the University without first obtaining the prior written approval of the University. If such contract deals primarily with technology transfer or sponsored programs, the contract approval process shall be administered under procedures developed by the University Office for Research and Economic Development.

D.   **Acquisition or Development or Real Estate.** IPF shall not acquire or develop real estate for the University's use or otherwise build facilities for the University's use unless the University first obtains the approval of the State Board. In the event of a proposed purchase of real estate for such purposes by IPF, the University shall notify the State Board, at the earliest possible date, of such proposed purchase for such purposes. Furthermore, any such proposed purchase of real estate for the University's use shall be a coordinated effort of the University and IPF. Any notification by the University to the State Board required pursuant to this Section may be made through the State Board's chief executive Officer in executive session as permitted pursuant to Idaho Code Section 67-2345(1)(c).

ARTICLE VIII

GENERAL TERMS

A.   **Effective Date.** This Agreement shall be effective on the date set forth above.

B.   **Right to Terminate.** This Operating Agreement shall terminate upon the mutual written agreement of both Parties. In addition, either Party may, upon 90 days prior written notice to the other, terminate this Operating Agreement, and either Party may terminate this Operating Agreement in the event the other Party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting Party specifying the nature of the default. Notwithstanding any other provision herein, if either party terminates this Operating Agreement, contractual obligations with third parties incurred by IPF will be transferred to the University to the extent allowed by law and Idaho State Board of Education policy. The Parties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. In the event negotiations fail, the Parties will initiate the Dispute Resolution mechanism described below to further attempt to negotiate a new agreement. Termination of this Operating Agreement shall not constitute or cause dissolution of IPF, provided however, in the event a new operating agreement is not achieved upon completion of the dispute resolution process, the association between IPF and the University will be ended, and IPF will cease all references to Idaho State University in its name and with respect to its operations other than as is necessary to complete projects or contracts pending as of the final date of the dispute resolution process.

C.   **Dispute Resolution.** The Parties agree that in the event of any dispute arising from this Operating Agreement, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the Parties. If the staff cannot resolve the dispute, then the dispute will be referred to IPF's Chair and the University's President. If IPF's Chair and the University's President cannot resolve the dispute, then the dispute will be referred to IPF's Chair and the State Board for resolution. If the dispute is not resolved by the aforementioned Parties, the University and IPF shall submit the dispute to mediation by an impartial third party or professional mediator mutually acceptable to the Parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unresolved, then, in such case, either Party shall have the right to initiate litigation arising from this Operating Agreement. In the event of litigation, the prevailing Party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.

D.   **Distribution of Assets upon Termination of Agreement or Dissolution of IPF.** Upon termination of this Agreement or dissolution of IPF, whichever first occurs, IPF shall transfer the balance of all property, intellectual property, and assets of IPF to the University or an organization designated by the University. This will be done in a manner consistent with its Articles of Incorporation, which state that "upon dissolution or final liquidation, the assets of the Corporation remaining after discharge of the debts and obligations of the Corporation shall be distributed exclusively to Idaho State University or to such other charitable, scientific, literary, or educational organizations designated by Idaho State University that are tax exempt under Internal Revenue Code §501(c)(3)."

E.   **Board Approval of Operating Agreement.** Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved by the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and restatements of this Operating Agreement, shall be submitted to the State Board for review and approval no less frequently than once every three (3) years or more frequently if otherwise requested by the State Board.

F.   **Modification.** Any modification to the Agreement or Exhibits hereto shall be in writing and signed by both Parties.

G.   **Providing Documents to and Obtaining Approval from the University.** Unless otherwise indicated herein, whenever documents are to be provided to the University or whenever the University's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from an individual to whom such authority has been properly delegated by the University's President.

H.   **Providing Documents to and Obtaining Approval from IPF.** Unless otherwise indicated herein, whenever documents are to be provided to IPF or whenever IPF's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, IPF's Board of Directors or an individual to whom such authority has been properly delegated by IPF's Board of Directors.

I.   **Notices.** Any notices required under this agreement may be mailed or delivered as follows:

To University:

Idaho State University
Attn: Vice President for Research
921 S. 8th Ave.
Pocatello, ID 83209

Idaho State University
Attn: Idaho State University President
921 South 8th Ave.
Pocatello, ID 83209

With copy to:
Idaho State University
Attn: Office of General Counsel
921 South 8th Ave.
Pocatello, ID 83209

To IPF:
Idaho State University Intellectual Property Foundation
Attn: IPF Executive Director
921 South 8th Ave.
Pocatello, ID 83209

J.   **No Joint Venture.** At all times and for all purposes of this Operating Agreement, the University and IPF shall act in an independent capacity and not as an agent or representative of the other Party.

K.   **Liability.** The University and IPF are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, Directors, Officers, members or employees.

L.   **Indemnification.** IPF agrees to indemnify, defend and hold the University, its Officers, Directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of IPF, its employees, contractors, or agents in performing its obligations under this Operating Agreement.

M.   **Assignment.** This Agreement is not assignable by either Party, in whole or in part.

N. **Governing Law.** This Agreement shall be governed by the laws of the State of Idaho.

0. **Articles, Sections, Subsections and Subparagraphs.** This Agreement consists of text divided into Articles that are identified by roman numeral (for example Article I), Sections that are identified by an uppercase letter followed by a period (for example A.), subsections that are identified by a number followed by a period (for example 1.) and subparagraphs that are identified by a lower case letter followed by a period (for example a.). The organization is hierarchical meaning that a reference to a division of the document includes all of its subsections (for example a reference to a Section includes the Section and all of its subsections and subparagraphs).

P. **Severability.** If any provision of this Agreement is held invalid or unenforceable to any extent, the remainder of this Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

Q. **Entire Agreement.** This Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.

R. **Cooperation of the Parties.** The parties hereto agree to do all acts and things necessary to make, execute and deliver any and all written instruments as shall from time to time be reasonably required to carry out the terms and conditions of this Agreement.

IN WITNESS WHEREOF, University and IPF have executed this agreement on the above specified date.

IDAHO STATE UNIVERSITY

By:_____

Name:_____

Title:_____

IDAHO STATE UNIVERSITY INTELLECTUAL PROPERTY FOUNDATION

By:_____

Name:_____

Title:_____

EXHIBIT A

FORM OF LOANED EMPLOYEE AGREEMENT

AGREEMENT FOR LOANED EMPLOYEE

This Agreement for Loaned Employee (Agreement) is entered into by and between IDAHO STATE UNIVERSITY, an Idaho institution of higher education and body politic and corporate, and the Idaho State University Intellectual Property Foundation, Inc. (IPF), an Idaho non-profit Corporation, and is effective the _____ day of _____, ____.

BACKGROUND

A. IPF has asked the University to make certain university employees available to IPF for fulfilling various operational requirements of IPF.

8. University has agreed to loan its employee _____ (Loaned Employee) to IPF to act in the capacity of _____ for IPF pursuant to the terms of this Agreement.

AGREEMENT

The parties agree as follows:

1. **Relationship between Loaned Employee and University.**

   a. **Status.** At all times under this Agreement, Loaned Employee shall be an [**classified or exempt**] [**fiscal or academic**] year employee of the University subject to all applicable policies and procedures of the University and the State Board of Education. IPF shall have control over all aspects of Loaned Employee's day to day work and Loaned Employee shall devote 100% of his or her working time to performing services for IPF. Notwithstanding the foregoing, IPF may discipline the Loaned Employee for cause, which may include taking action up to and including termination of this Agreement, such discipline and determination of cause to be in accordance with IPF policies and procedures and applicable law. The parties acknowledge that University and Loaned Employee have agreed and acknowledged that Loaned Employee's contract with the University is contingent upon continuation of this Agreement and in the event this Agreement is terminated Loaned Employee's contract with the University will also terminate. Loaned Employee will be considered a loaned employee under the worker's compensation law of the State of Idaho.

b. **Compensation**. University shall pay Loaned Employee a [**fiscal or academic**] year salary rate of $, payable on the regular bi-weekly paydays of the University and subject to adjustment in accordance with the University's regular policies and procedures. Loaned Employee will be entitled to University benefits to the same extent and on the same terms as other full-time University employees of her/his classification. IPF shall pay University for this cost as provided in Section 3 below.

c. **Travel Expenses.** University shall reimburse directly to Loaned Employee costs incurred for IPF travel that is approved in advance by IPF or the University. IPF shall pay University for this cost as provided in Section 3 below.

d. **No Prohibition on Leasing Employee to IPF.** University represents and warrants to IPF that there is no agreement with Loaned Employee nor any University policy of procedure (including, without limitation, any agreement, policy, or rule of the State Board of Education or the University) that prohibits the University from leasing Loaned Employee to IPF pursuant to the terms of this Agreement. University further represents and warrants that Loaned Employee is eligible for benefits as a full-time leased employee under the term of all applicable University benefit plans.

e. **Relationship between IPF and Loaned Employee.**

    a. **Supervision.** Loaned Employee will work under the supervision and direction of, and will report directly to, the IPF Executive Director or their designee, who shall determine their duties to perform work for IPF.

    b. **Performance Evaluations.** IPF will evaluate the performance of Loaned Employee on an annual basis at a time consistent with the annual reviews of exempt employees at the University. IPF will provide University with a copy of any written documentation regarding the evaluation within fourteen (14) days after the evaluation is complete.

f. **Relationship between IPF and University.**

    a. **Lease of Loaned Employee.** During the term of this Agreement, so long as Loaned Employee is employed by University, University shall make available to IPF the full time services of Loaned Employee, subject to University's continued employment of Loaned Employee. The furnishing of Loaned Employee shall not be considered a professional service of the University to IPF, nor shall University be considered a contractor of IPF.

    b. **University to Provide Salary and Benefits.** As indicated above, University shall provide Loaned Employee with a [**fiscal or academic**} year salary rate of $ and other University benefits to the

same extent and on the same terms as other full-time University employees of her/his classification. University shall be responsible for all facets of payroll and benefits administration with respect to Loaned Employee, including, without limitation, withholding and payment of payroll taxes, unemployment compensation, worker's compensation coverage, social security, and providing any fringe and welfare benefit programs for Loaned Employee.

c. **Reimbursement of Salary and Benefits by IPF.** IPF will reimburse University for one hundred percent (100%) of the University's total cost of Loaned Employee's salary and benefits and any reimbursable costs such as travel expenses. University shall maintain accurate books and account records reflecting the actual cost of all items of direct cost for which payment is sought under this Agreement. At all reasonable times, IPF shall have the right to inspect and copy said books and records, which the University agrees to retain for a minimum period of five (5) years following the termination of this Agreement.

d. **Review of Loaned Employee's Status/Discipline/Termination for Cause.** Loaned Employee shall at all times remain an employee of University. Accordingly, University shall have the power to evaluate, discipline, and terminate Loaned Employee in its discretion and in accordance with any of its policies, procedures, or agreements between University and Loaned Employee. As provided above, IPF will conduct an annual review of Loaned Employee. IPF will provide a copy of any documents related to its evaluation to the University no later than fourteen
(14) days after the evaluation is completed. Based on its annual review of Loaned Employee's performance, IPF may discipline the Loaned Employee for cause, which may include taking action up to and including termination of this Agreement, such discipline and determination of cause to be in accordance with IPF policies and procedures and applicable law. If IPF makes such a determination, IPF shall provide notice to the University that it will no longer lease the services of Loaned Employee effective as of the date specified in the notice with a reasonable amount of detail as to the reason IPF is discontinuing the services of Loaned Employee.

e. **Indemnification by IPF for Acts of Loaned Employee.** University shall have no liability to IPF for loss or damage directly resulting from the fault, negligence, misconduct, or other acts of the Loaned Employee while Loaned Employee is performing activities on behalf of or at the direction of IPF. IPF therefore agrees to release, defend, indemnify and hold harmless the state of Idaho, University, its governing Board, Officers, employees, and agents from and against any and all claims, demands, losses, damages, costs, expenses, and liabilities for injuries (including death) to persons and for damages to property (including damage to property of IPF or others) arising out of or in connection with the activities of the Loaned Employee performed on behalf of or at the direction of IPF. Notwithstanding the foregoing, both parties may maintain any liability insurance coverage as it shall deem appropriate with respect to liabilities arising out of the acts or omissions of

Loaned Employee.

f. **Compliance with Employment Discrimination Laws.** IPF agrees to comply with all laws regarding employment discrimination, including, without limitation, the Americans with Disabilities Act, Age Discrimination in Employment Act, Title VII of the Civil Rights Act, the Equal Pay Act, and the Idaho Human Rights Act with respect to Loaned Employee as if Loaned Employee were an employee of IPF. IPF shall notify University within five (5) days of any claim by Loaned Employee alleging a violation of any laws relating to employment discrimination. IPF shall indemnify, defend, and hold University harmless from any claims or losses resulting from IPF's failure to comply with any applicable employment discrimination laws.

g. **General Terms.**

    a. **Term, Termination.** The term that University shall lease Loaned Employee to IPF shall extend to _____, which is the term of employment specified in Loaned Employee's contract as an employee of the University, unless it is terminated earlier upon the occurrence of any of the following:

        i. Notice to University Due to Loaned Employee Performance Problems. Pursuant to Section 3 above, IPF may discipline Loaned Employee by taking action up to and including termination of this Agreement for cause based on its annual review of Loaned Employee's performance or any interim review or concerns regarding Loaned Employee's performance. If IPF makes such a determination, IPF shall provide notice to the University that it will no longer lease the services of Loaned Employee effective as of the date specified in the notice with a reasonable amount of detail as to the reason IPF is discontinuing the services of Loaned Employee.

        ii. Termination in the Event of Default. Either party may terminate the lease of Loaned Employee by University to IPF upon the material default of the other's performance provided that the non-defaulting party first provides the other with at least ten (10) days notice of the default and an opportunity to cure such default within the notice period

        iii. Discontinued Employment of Loaned Employee by University. The lease of Loaned Employee to IPF shall automatically terminate if Loaned Employee is no longer an employee of University for any reason.

        iv. The parties may extend the term of this Agreement at any

time upon mutual agreement for a new term that is equal to the term of the Loaned Employee's renewed employment contract with the University, if any. IPF is under no obligation to extend the term of this Agreement for a new term, however, (in order to be consistent with the University policies which call for at least 60 days notice if the University will not renew the Loaned Employee's employment agreement) in the event IPF determines that it will not agree to an extension of the term of this Agreement, IPF will give University notice of its intention not to extend the term of this Agreement at least 60 days prior to the expiration of the term of this Agreement.

b. **No Third Party Beneficiaries.** The parties acknowledge that there are no intended third party beneficiaries of this Agreement. Without limiting the foregoing, this Agreement shall not be construed as a promise of continuing employment to Loaned Employee, who remains subject to all applicable State Board of Education and University policies, including but not limited to policies regarding nonrenewal of fixed term appointments and termination or discipline.

c. **Governing Law.** This Agreement will be governed by the laws of the State of Idaho as an agreement to be performed within the State of Idaho. The venue for any legal action under this Agreement shall be in Bannock County, Idaho.

d. **Notice.** Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested, or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

To IPF:

Idaho State University Intellectual Property Foundation, Inc. Attn:
Executive Director
921 South 8th Ave.
Pocatello, ID 83209

**To
University:**

Idaho State University
Attn: Vice President for Research and Economic Development
921 South 8th Avenue, Stop 8130
Pocatello, Idaho 83209

With copy to:

Idaho State University Office of General Counsel
Attn: General Counsel
921 South 8th Avenue, Stop 8410
Pocatello, Idaho 83209

Notice shall be deemed given on its date of mailing, faxing, or upon written acknowledgment of its receipt by personal delivery, whichever shall be earlier.

e. **Waiver.** Waiver by either party of any breach of any term, covenant or condition herein contained shall not be deemed to be a waiver of such term, covenant or condition, or any subsequent breach of the same or any other term, covenant or condition herein contained.

f. **Attorney's Fees.** In the event an action is brought to enforce any of the terms, covenants or conditions of this Agreement, or in the event this Agreement is placed with an attorney for collection or enforcement, the successful party to such action or collection shall be entitled to recover from the losing party a reasonable attorney's fee, together with such other costs as may be authorized by law.

g. **Assignment.** Neither party shall assign this Agreement with the prior written consent of the other.

h. **Amendments.** This Agreement may not be modified or amended except by an agreement in writing signed by both of the parties.

i. **Acknowledgement by Employee.** This Agreement shall not be effective until it is executed by University and IPF and acknowledged by Loaned Employee pursuant to the signature blocks below.

The parties have executed this Agreement effective as of the date set forth above.

IDAHO STATE UNIVERSITY

By:_____

Name:_____

Title:_____

IDAHO STATE UNIVERSITY INTELLECTUAL PROPERTY FOUNDATION

By:_____

Name:_____

Title:_____

Acknowledgment by Loaned Employee:

Loaned Employee, by their signature below, acknowledges the terms of this Agreement between University and IPF and agrees that they are an employee of the University that are loaned to IPF pursuant to the terms of this Agreement. Loaned Employee further acknowledges that they are a "loaned employee" pursuant to all state workers compensation laws. Accordingly, Loaned Employee acknowledges and agrees that in the event of any work-related injury that is covered by workers compensation insurance held for the benefit of Loaned Employee by University. Loaned Employee will be precluded from recovering damages from IPF for such injury in accordance with applicable state workers compensation laws.

By:_____

Name:_____

Title:_____

EXHIBIT B

FORM OF SERVICE AGREEMENT

SERVICES AGREEMENT

THIS SERVICES AGREEMENT (Agreement) is entered into by and between IDAHO STATE UNIVERSITY, a state educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho ("University"), and IDAHO STATE UNIVERSITY INTELLECTUAL PROPERTY FOUNDATION, INC., an Idaho non-profit Corporation ("IPF"), and shall be effective as of the day of   , 2018.

  A. The University agrees to provide to IPF the following administrative, financial, and accounting support services.

      1. Administrative support for IPF's general accounting and operations, including cash, receivables, and disbursement processing, preparation of financial statement and work papers for external audit, support for IPF Audit Committee, and support for IPF tax return filing.

      2. Administrative support for IPF through the University Human Resources Office, including payroll and benefits management.

      3. Support for matters pertaining to export controls.

  B. All University employees who provide support services to the IPF under this Agreement shall remain University employees under the direction and control of the University.

  C. The University will supply the facilities, equipment, software and operating supplies necessary for the University employees supplying the above support services to IPF, the nature and location of which shall be in the University's discretion. In addition, the University shall furnish office space and office equipment for use by employees loaned to IPF by the University, the nature and location of which shall be subject to agreement of the parties.

  D. IPF will pay directly to the University a reasonable consideration for the services, facilities, equipment, software and operating supplies provided to IPF pursuant to this Service Agreement.

  E. The Parties acknowledge that support services provided by the University to IPF hereunder are intended to continue only so long as is necessary for IPF to become a fully self-sufficient operational entity. As IPF gains in self-sufficiency, services provided hereunder may be assumed by IPF operations and discontinued by the University all as per the agreement of the Parties

This Agreement shall be effective as of the date set forth above and shall continue in annual terms matched to the University's fiscal year until terminated by either party. This Agreement may be terminated by either party upon written notice of termination, such termination to be effective 30 days after notice thereof. This Agreement shall also terminate at the same time as any termination of the Operating Agreement between the University and the IPF dated _____, 2018. In the event of termination, all obligations of the parties hereto shall cease as of the date of termination except for obligations for payment or reimbursement which accrued prior to the date of termination.

IDAHO STATE UNIVERSITY

By: _____

Name: _____

Title: _____

IDAHO STATE UNIVERSITY INTELLECTUAL PROPERTY FOUNDATION

By: _____

Name: _____

Title: _____

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ARTICLES OF INCORPORATION
OF
IDAHO STATE UNIVERSITY INTELLECTUAL PROPERTY FOUNDATION, INC.

The undersigned, being over the age of eighteen (18) years, and for the purpose of forming a nonprofit Corporation under the provisions of the Idaho Nonprofit Corporation Act, Title 30, Chapter 3 of the Idaho Code, hereby certifies and adopts the following Articles of Incorporation:

ARTICLE ONE

The name of the Corporation is the IDAHO STATE UNIVERSITY INTELLECTUAL PROPERTY FOUNDATION, INC. and its existence shall be perpetual.

ARTICLE TWO

The address of the registered office of the Corporation in the state of Idaho is 921 South 8th Avenue, Pocatello, Idaho 83209 and the name of the registered agent at that address is David Alexander.

ARTICLE THREE

The name and mailing address of the incorporator of the Corporation is David Alexander, 921 South 8th Avenue, Pocatello, Idaho 83209.

ARTICLE FOUR

1. The Corporation is formed for scientific, educational, and charitable purposes for the benefit of Idaho State University and, subject thereto, for the purpose of engaging in any lawful act for which a nonprofit Corporation may be organized under Title 30, Chapter 3 of the Idaho Code and under Section 501(c)(3) of the Internal Revenue Code, which include but are not otherwise limited to the following:

    i.   Acquiring and disseminating knowledge, supporting the education, research, and public service functions of the Idaho State University.

    ii. Executing, administering, letting and performing any and all contracts, subcontracts and agreements desirable and proper in order to perform and complete the activities of the Corporation including, without limitation, contracts and agreements with Idaho State University and other entities.

    iii. Acquiring facilities by lease, purchase, or otherwise, and operating such as may be desirable in order to carry out the charitable, scientific,

Articles of Incorporation – Page 1

literary, research, educational, and service programs both of the Corporation and the University.

iv.   Receiving real and personal property from public and private sources, receiving grants and other monies from agencies of the United States, grants, contributions and endowments from foundations, public and private corporations, and the general public, without limitation.

v.   Employing personnel and engaging contractors and consultants in order to accomplish the purposes of the Corporation.

vi.   Using and/or applying the whole, or any part of, the resources generated by the Corporation exclusively for charitable, scientific, literary, or educational purposes to benefit the Corporation and the University.

2. Stock will not be issued. If and when the Corporation is dissolved, its assets will be distributed pursuant to the provisions of Article Ten. None of the assets will be distributed to private individuals.

3. The Corporation will not have members.

ARTICLE FIVE

The Corporation will seek a federal tax exemption as defined under Internal Revenue Code § 501(c)(3). If the Corporation is granted tax-exempt status, it will take those steps required to retain tax exempt status and will refrain from activities forbidden by Internal Revenue Code § 501(c)(3).

ARTICLE SIX

At all times, the Corporation's investments and investment policy will be consistent with its nonprofit purpose, and income and assets will be generated only to carry out its nonprofit purposes.

ARTICLE SEVEN

1. The number of Directors of this Corporation shall be fixed in the Bylaws and may be changed from time to time by amending the Bylaws.

2. The Corporation shall have Officers as provided in the Bylaws. Such Officers shall be elected or appointed by the Directors of the Corporation at such time and in such manner and for such terms as may be prescribed in the Bylaws. The Officers and Directors of the Corporation will not be personally liable for the Corporation's debts and liabilities and their personal property is exempt from seizure or levy to pay obligations of the Corporation.

Articles of Incorporation – Page 2

ATTACHMENT 2

3. The powers of the Corporation will include all powers granted by the state of Idaho to nonprofit Corporation's including those set forth pursuant to Title 30, Chapter 3 of the Idaho Code. In addition, the Corporation's powers shall include the following, to the extent not prohibited by the state of Idaho or federal law:

    a. To solicit, collect, receive, hold, invest, distribute, and disburse funds in the form of donations, gifts, bequests, and subscription;

    b. The power to accept gifts from individuals, corporations and foundations in furtherance of the Corporation's nonprofit purposes; and

    c. To borrow funds with or without security, on terms at least as favorable as those offered on the open market, to carry out the Corporation's nonprofit purpose as authorized by the Corporation's Directors.

Notwithstanding the foregoing, the Corporation's powers shall be limited as follows:

    i. The Corporation shall not have nor exercise any power of authority expressly, by interpretation or by operation of law, nor shall it directly or indirectly engage in any activity that would prevent it from qualifying and continuing to qualify as a tax exempt entity.

    ii. No part of the assets or net earnings of the Corporation shall ever inure to the benefit of or be distributable to its Directors, Officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services actually rendered and to make reimbursement in reasonable amounts for expenses actually incurred.

4. The initial Directors of this Corporation shall be five (5) in number and their names and addresses are as follows:

John Kent	574 Kelley Way, Palo Alto, CA 94306
Tammy Halsteadt	13840 175th Place, N.E., Redmond, WA 98052
Kent Tingey	921 South 8th Ave., Stop 8024, Pocatello, ID 83209
Tom Ottaway	921 South 8th Ave., Stop 8020, Pocatello, ID 83209
Darlene Gerry	958 Sagewood Place, Pocatello, ID 83201

5. The term of the initial Directors shall be until the first annual meeting of the Corporation or until their successors are appointed as provided in the Corporation's Bylaws.

Articles of Incorporation – Page 3

ARTICLE EIGHT

The Corporation's Board of Directors shall not be individually liable for the debts or obligations of the Corporation. Furthermore, no Director or Officer of the Corporation shall be personally liable to the Corporation for civil claims arising from acts or omissions made in the performance of his or her duties, unless the acts or omissions are the result of intentional misconduct.

ARTICLE NINE

The organization's Articles of Incorporation and Bylaws may only be altered, amended, repealed, or new Articles of Incorporation or Bylaws adopted as provided in the organization's Bylaws.

ARTICLE TEN

Upon dissolution or final liquidation, the assets of the Corporation remaining after discharge of the debts and obligations of the Corporation shall be distributed exclusively to Idaho State University or to such other charitable, scientific, literary, or educational organizations designated by Idaho State University that are tax exempt under Internal Revenue Code § 501(c)(3).

ARTICLE ELEVEN

The undersigned, being the incorporator, for the purpose of forming a Corporation to do business both within and without the state of Idaho, and pursuant to the Idaho Non-Profit Corporation Act, does hereby make and file these Articles of Incorporation and does hereby declare and certify that this is her or his act and deed and that the facts herein stated are true.

Articles of Incorporation – Page 4

ATTACHMENT 2

In witness whereof, these Articles of Incorporation are executed in duplicate on the 2nd day of December, 2014.

(signature)
_____
David Alexander as Incorporator

STATE OF IDAHO   )
                        ss.
County of Bannock   )

On this 2nd day of December, 2014, before me, the undersigned notary public in and for said state, personally appeared David Alexander, being first duly sworn under oath, known or identified to me to be the person whose name is subscribed to the foregoing instrument, and acknowledged to me that he/she executed the same.

Witness my hand and official seal.

(notary seal: PATRICIA HARRIS NOTARY PUBLIC STATE OF IDAHO)

(signature) Patricia Harris
_____
Notary Public for Idaho
Residing at: Pocatello, Idaho
My commission expires: 10-15-15

Articles of Incorporation – Page 5

CONSENT - AUDIT   **TAB 1 Page 29**

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BYLAWS
OF
IDAHO STATE UNIVERSITY INTELLECTUAL PROPERTY FOUNDATION, INC.

ARTICLE ONE
GUIDING PHILOSOPHY

The Directors, Officers, and employees of the Corporation will strive to:

1. Promote ethical work standards where the highest quality of achievement is aspired to and expected.

2. Appoint and retain the highest caliber of staff that can be attracted where integrity, intelligence, self-motivations, expertise, performance, commitment, and fairness are prime considerations.

3. Create an efficient operation in which each individual expeditiously performs multiple tasks, as needed, to maximize quality output at the most attractive cost-performance tradeoff.

4. Create a stimulating, challenging, and fair work environment in which individuals are able to learn and advance professionally.

5. Foster the commercialization of Idaho State University (University) technology through endeavors with public and private enterprises including institutions of learning, private businesses, individuals, and government agencies, leading to the dissemination and application of knowledge, discoveries, inventions, and technology for the public good.

6. Enhance the ability of University to meet its mission and goals by cooperative use of Corporation and University resources including facilities, faculty, researchers, staff, and students.

7. Abide by SBOE Policy V.M. and the SBOE Institution Technology Licensing Guidelines and act only in a manner consistent with these policies.

   a. In particular, when selecting licensee's for University technology, the IPF will consider whether the potential licensee:

      i. has a general business plan that delineates a clear strategy to commercialize the invention;

      ii. has or can secure the technical, financial and personnel resources to develop and commercialize the invention in a timely manner;

      iii. has experience relevant to developing and commercializing the invention;

iv.   has appropriate marketing capabilities;

v.   possesses a strong desire and commitment to make the technology a success;

vi.   is able to meet any regulatory requirements needed to commercialize the technology;

vii.   has, or can develop, sufficient capacity to satisfy the market demand for the technology;

viii.   demonstrates commitment to the University's invention in light of other technologies competing for resources in the company; and

ix.   has goals that generally align with those of the University with respect to public benefit.

b. The majority of university-owned patents are unlicensed. With increasing frequency, university technology transfer offices are approached by parties who wish to acquire rights in such 'overstock' in order to commercialize it through further licenses. These patent aggregators typically work under one of two models: the 'added value' model and the so-called 'patent troll' model.

    i.   Under the added value model, the primary licensee assembles a portfolio of patents related to a particular technology. In doing so, they are able to offer secondary licensees a complete package that affords them freedom to operate under patents perhaps obtained from multiple sources. As universities do not normally have the resources to identify and in-license relevant patents of importance, they cannot offer others all of the rights that may control practice (and, consequently, commercialization) of university inventions. By consolidating rights in patents that cover foundational technologies and later improvements, patent aggregators serve an important translational function in the successful development of new technologies and so exert a positive force toward commercialization. For example, aggregation of patents by venture capital groups regularly results in the establishment of corporate entities that focus on the development of new technologies, including those that arise from university research programs. To ensure that the potential benefits of patent aggregation actually are realized, however, the IPF will require that license agreements, both primary and secondary, contain terms (for example, as appropriate, time-limited diligence requirements) that are consistent with the University's overarching goal of delivering useful products to the public.

ii. In contrast to patent aggregators who add value through technology-appropriate bundling of intellectual property rights, there are also aggregators (the 'patent trolls') who acquire rights that cut broadly across one or more technological fields with no real intention of commercializing the technologies. In the extreme case, this kind of aggregator approaches companies with a large bundle of patent rights with the expectation that they license the entire package on the theory that any company that operates in the relevant field(s) must be infringing at least one of the hundreds, or even thousands, of included patents. Daunted by the prospect of committing the human and financial resources needed to perform due diligence sufficient to establish their freedom to operate under each of the bundled patents, many companies in this situation will conclude that they must pay for a license that they may not need. Unlike the original patent owner, who has created the technology and so is reasonably entitled to some economic benefit in recognition for its innovative contribution, the commercial licensee who advances the technology prior to sublicensing, or the added value aggregator who helps overcome legal barriers to product development, the kind of aggregator described in this paragraph typically extracts payments in the absence of any enhancement to the licensed technology. Without delving more deeply into the very real issues of patent misuse and bad-faith dealing by such aggregators, suffice it to say that universities would better serve the public interest by ensuring appropriate use of their technology by requiring their licensees to operate under a business model that encourages commercialization and does not rely primarily on threats of infringement litigation to generate revenue. The IPF will pursue commercialization of University technology in a manner that encourages commercialization rather than generating revenue primarily through threats of patent infringement litigation.

iii. A somewhat related issue is that of technology 'flipping,' wherein a non-aggregator licensee of a university patent engages in sublicensing without having first advanced the technology, thereby increasing product development costs, potentially jeopardizing eventual product release and availability. This problem can be addressed most effectively by building positive incentives into the license agreement for the licensee to advance the licensed technology itself – e.g., design instrumentation, perform hit-to-lead optimization, file an IND. Such an incentive might be to decrease the percentage of sublicense revenues due to the university as the licensee meets specific milestones. The IPF will consider these issues and pursue activities focused on commercialization rather than 'flipping.'

ARTICLE TWO
BOARD OF DIRECTORS

1. Number. The number of Directors on the Board of Directors shall be five (5).

2. Ex Officio Directors on the Board. Ex Officio Directors on the Board shall include the University's President and the Corporation's Executive Director and other key persons as approved by a majority vote of the Board of Directors. Ex Officio Directors shall not count against the number of Directors allowed in these Bylaws. Provided, however, the number of Ex Officio Directors shall not exceed five (5) and Ex Officio Directors shall not be entitled to vote on any matter coming before the Board of Directors.

3. Manner of Selection and Vacancies.

    a. Two University employees must always be on the Board of Directors, provided, however, the University's representation on the Board of Directors shall not constitute a majority of the full membership on the Board.

    b. Appointments to name successor Board members or fill Board vacancies shall be made by the Board of Directors, provided, however, that the President of the University shall appoint successors to, or make appointments to fill vacancies for, those Directors who were University employees when appointed.

4. Term. Each non-University-appointed Director, whether by initial appointment or appointment to a vacancy, shall serve for a term of three (3) to eight (8) years as designated by the Chair of the IPF Board of Directors. University-appointed Directors shall serve for a term of one (1) year and may be reappointed at the discretion of the President of the University. The Chair shall manage the length and/or start dates of terms to preclude, to the extent possible, more than three (3) new Directors being appointed in any one year. A person filling a vacancy is eligible for reappointment in the same manner as set forth in paragraph 3 above. A Director may resign at any time by delivering a written resignation to the Executive Director, a Vice President, or the Recording Secretary. Unless otherwise specified therein, such resignation shall take effect upon delivery. Any Director may be removed by majority vote of the Board of Directors, upon adequate opportunity for hearing before the Board of Directors. The President of the University may remove University-appointed Directors at any time.

5. Actions by the Board.

    a. The Directors shall only act as a Board, and the individual Directors shall have no power as such. At all meetings of the Board of Directors, the presence of a majority of the then total appointed and acting number of Directors shall be necessary and sufficient to constitute a quorum for transacting business. Except as otherwise required herein, in the Articles of Incorporation, or by statute, the action of a majority of the Directors present at any properly called meeting at which a quorum is present shall

be the act of the Board of Directors. Additionally, though not taken at a regular or special meeting, the Board of Directors' action shall be valid and binding if reduced to writing and signed by each Director.

b. The Board of Directors provides oversight and direction for the Corporation's policies, procedures and resource allocations, makes recommendations for the development of Corporation projects, assists in the development of effective relationships between the University and various Corporation programs, and seeks to enhance and strengthen the research capabilities at the University.

c. Ex Officio Directors have all rights of participation and discussion and contribution, except for voting at meetings of the Board of Directors. Provided, however, they may be excluded from specific matters by the Chair of the Board of Directors or by majority vote of the Board.

d. The property, affairs, and business of the Corporation shall be subject to oversight by the Board of Directors.

e. The Board of Directors may from time to time organize standing or ad hoc committees to provide greater insight into specific areas for which the Corporation's Board of Directors is responsible. Said committees are to be chaired by a Director and serve with other Directors and non-Directors who have expertise relating to specific committee responsibilities. Committee Chair or member assignments may change at any time as approved by the Board of Directors.

6. Conflict of interest.

a. The Director is considered to have a conflict of interest if: (1) the Director has existing or potential financial or other interest in the matter before the Board, which might reasonably appear to impair the Director's independent, unbiased judgment in the discharge of his or her responsibilities; or the Director is aware that a family member, or any organization of which the family member is an officer, director, employee, member, partner, trustee or controlling stockholder, has existing or potential financial interests in any matter before the Board.

b. Any possible conflict of interest on the part of any Director or Officer shall be disclosed to the Board of Directors and made a matter of record either through an annual procedure or when the interest becomes relevant to any matter before the Board.

c. Any Director having a possible conflict of interest regarding a matter before the Board shall not vote or use his or her personal influence on the matter. Such Director shall not be counted in determining the meeting

quorum regarding actions related to the potential conflict. The minutes of the meeting shall reflect such disclosure, abstention from voting, and the resulting quorum for action on the matter. The foregoing requirements are not be construed as preventing the Director from briefly stating his or her position in the matter, or from answering questions from other Director since his or her knowledge may be of assistance. Provided, however, the Director may not participate in any debate regarding the matter.

d. This paragraph shall not prohibit a Director, or an organization in which a Director has a financial interest from pursuing a Corporation purchase or contract.

7. Meetings.

a. Regular meetings. The Board of Directors shall meet quarterly unless otherwise determined by the Board. Directors may appear by telephone or streaming video if approved by the Chair. The first regular meeting held during the first quarter of each fiscal year shall be the annual meeting. The specific time and place of each regular meeting shall be fixed by the Chair of the Board of Directors. The purpose of the regular Board meeting should be to establish or update policies, appoint Officers, review finances, review ongoing programs, plan and prioritize future directions, and perform any other appropriate functions as necessary for business operations as allowed pursuant to state and federal law. Directors, Ex Officio Directors, and Officers are invited to submit agenda items to the Recording Secretary or Chair of the Board of Directors fifteen (15) days prior to the subject quarterly meeting date. Ten (10) days prior to the meeting date the Recording Secretary shall give written those of the time, place and location of such meaning to each Director. The Chair of the Board of Directors shall prepare an agenda for issuance by the Recording Secretary with said notice.

b. Special meetings. Special meetings, in addition to a regular meeting, may be called by the Chair of the Board of Directors, or by written request to the Recording Secretary from a majority of the Directors. Written notice of the time, place and subject matter of each special meeting shall be given to each Director at least ten (10) days before the meeting date.

8. Leadership of the Board. The Corporation's Board may elect, by a majority vote, a Chair and Vice Chair, and may appoint a Recording Secretary.

a. Chair. The Chair of the Corporation's Board shall serve to carry out the goals and objectives of the Corporation, and shall:

i. Have and exercise general charge and supervision of the affairs of the Corporation and the Corporation's Board.

    ii. Provide oversight and guidance to the Corporation's Executive Director or designee who is responsible for the administration of the affairs of the Corporation. Do and perform such other duties as assigned by the Board.

b. Vice Chair. The Vice Chair of the Corporation's Board shall serve to carry out the goals and objectives of the Corporation, and shall, in the absence of the Chair of the Corporation's Board, carry out all obligations and responsibilities assigned by the Chair.

    i. Do and perform such other duties as assigned by the Chair.

    ii. Do and perform such other duties as assigned by the Board.

c. Recording secretary. The Recording Secretary may also serve as Administrative Assistant. Duties shall include:

    i. Prepare and distribute notices, agendas, waivers and minutes of all Board meetings.

    ii. Keep records containing the name of all Directors, Ex Officio Directors and Officers of the Corporation, including their place of residence.

    iii. Perform such other duties as assigned by the Chair.

d. Administrative assistant. The administrative assistant may also serve as Recording Secretary. Duties shall include:

    i. Have custody of and maintain the corporate books, documents, archives and papers as instructed.

    ii. File all reports required by Idaho law.

    iii. Perform such other duties as assigned by the Corporation's President or Chair.

ARTICLE THREE
OFFICERS

1. Membership. Corporation Officers may consist of an Executive Director, Treasurer, and as many Vice Presidents as the Board may point. One person may hold more than one position as appointed by the Board. Provided, however, no person holding two or more offices may act in or execute any instrument in the capacity of more than one office.

2. Appointment. Corporation Officers shall be appointed and or reappointed at an annual meeting of the Board of Directors and each shall serve until resignation, removal, or until a successor is appointed. A vacancy may be filled by the Board at a regular or special meeting.

3. Removal. Any Officer may be removed by majority vote of the Board at either a special meeting or regular meeting.

4. Salaries. The salaries or other compensation of Officers shall be reviewed annually, adjusted if necessary and approved by the Board or designated committee. No Officer shall be prevented from receiving salary or compensation by reason of the fact that they are also Director.

5. Surety bonds. If required by the Board, an Officer shall execute to the Corporation a bond in such amount and with such surety or sureties as directed, contingent upon the faithful performance of such Officer's duties, including responsibility for negligence and for the accounting of all property, monies, or securities of the Corporation which may come into his or her hands.

6. Duties and authority. Responsibilities and authority of Officers shall be as follows:

    a. Executive Director. The Executive Director of the Corporation serves at the will of the Board. The duties of the Executive Director include:

        i. Direct day-to-day business affairs of the Corporation consistent with the direction of the Board.

        ii. Advise, guide and direct the employees or representatives of the Corporation as they carry out the Corporation's plans and programs, ensuring consistency with Board approved policy and procedure.

        iii. Exercise signature authority required by law to commit the Corporation and its assets and resources to the achievement of its mission, limited only by the articles of incorporation, these Bylaws and Idaho law.

        iv. Oversee the human resources of the Corporation to assure that each individual is fairly treated in all aspects of their career.

        v. Formulate policies for consideration and ratification by the Board.

        vi. Establish goals and objectives for the Corporation and ensure that operations are being carried out in concurrence with stated goals

    vii. Oversee the adequacy and soundness of the Corporation's financial structure.

    viii. Represent the Corporation with the University, funding agencies and the community.

    ix. The Executive Director shall report to the Board.

b. Vice President. Duties of the Vice President, if any, shall be as determined by the Board.

c. Treasurer. Duties of the Treasurer include:

    i. Have custody of all funds, property and securities of the Corporation.

    ii. File or cause to be filed all financial, business and tax reports required by federal or state tax codes.

    iii. Execute and issue leases, invoices, receipts, vouchers and checks and make payment on behalf of the Corporation.

    iv. Keep accurate and full account of monies and obligations of the Corporation, and make such records available to the Board or other Officer at reasonable times upon request.

    v. Have such other powers and duties as the Executive Director and Board may determine or as delegated and assigned by the Chair.

ARTICLE FOUR
EXECUTION OF INSTRUMENTS

1. Contracts. All contracts which are to be executed by the Corporation shall be signed by someone authorized by Company policies such as the Executive Director. Any contract that would bind the University must be reviewed and approved in accordance with the Operating Agreement between the Corporation and the University.

2. Other instruments. Other instruments such as promissory notes, drafts, checks, endorsements and leases shall be signed by the Officers or individuals as determined by resolution of the Board.

3. Classified contracts. Contracts of a classified nature shall be handled and signed by those with specific and appropriate clearances. The Board may, by resolution, authorize such classified contracts to be managed and controlled by the Executive Director.

4. Loans. No loan or advance shall be contracted on behalf of the Corporation. No negotiable paper or other evidence of its obligation under any loan or advance shall be issued in the Corporation's name. No property of the Corporation shall be mortgaged, pledged, hypothecated, or transferred as security for payment of any loan, advance, indebtedness, or liability of the Corporation unless and except as expressly authorized by resolution of the Board.

ARTICLE FIVE
VOTING UPON STOCK OF OTHER CORPORATIONS

Unless otherwise ordered by the Corporation's Board of Directors, the Executive Director shall have full power and authority on behalf of the Corporation to vote either in person or by proxy at any meeting of the stockholders of any Corporation in which the Corporation may hold stock.

ARTICLE SIX
GIFTS AND CONTRIBUTIONS

The Corporation will seek a federal tax exemption as defined under Internal Revenue Code § 501(c)(3). If the Corporation becomes tax exempt, it will perform all acts required to retain tax-exempt status and will refrain from any activities forbidden by Internal Revenue Code § 501(c)(3). As such, the following shall apply, except as provided otherwise in the Operating Agreement between the Corporation and the University:

1. Solicitations. Contributions and gifts may be solicited by representatives assigned by the Executive Director to promote, sponsor and carry out the purposes of the Corporation.

2. Deposit and Use of Contributions. Unless otherwise provided by the donor, all contributions received by the Corporation shall be deposited and held by the Corporation and may be used and dispersed by the Board to promote, sponsor, and carry out the purposes for which the Corporation is organized.

3. Restricted gifts. Limitations and restrictions upon any grant, gift, donations, bequest or devise shall be respected. Restricted gifts shall conform to all applicable state and federal laws and regulations.

4. Operating expenses. The operating expenses of the Corporation may be defrayed by funds contributed directly to the Corporation or from income and other resources of the Corporation, from whatever source realized, except as restricted or specified above.

ARTICLE SEVEN
LIABILITY AND INDEMNIFICATION

1. Directors, Ex Officio Directors, Officers and employees of the Corporation shall not be individually or personally liable for the debts or obligations of the Corporation and shall be indemnified by the Corporation against all financial loss, damage, costs, and expenses incurred by or imposed upon them in connection with or resulting from any civil or criminal action, suit, proceeding, claim of investigation in which they may be involved by reason of any action taken or omitted to be taken by them in good faith as a Director, Ex Officio Director, Officer, or employee of the Corporation.

2. Provided, however, the indemnification set forth above is subject to the condition that a majority of the Board, provided a quorum is present, who are not parties to such action, suit proceeding, claim of investigation or, if there be no such quorum, independent counsel selected by a quorum of the entire Board, shall be of the opinion that the involved person or persons exercised and used the same degree of care and skill as a prudent person would have exercised or used under the circumstances, or that such person took or omitted to take such action in reliance upon advice of counsel of the Corporation, or upon information furnished by a Director or Officer of the Corporation, and accepted in good faith and prudence by such person.

3. The indemnification set forth above shall inure to the benefit of the heirs, executors, and personal representative of any Director, Officer or employee and shall not be exclusive of any other rights to which such person may be entitled by law or equity or under any resolution adopted by the Board.

ARTICLE EIGHT
INDEPENDENT AUDIT AND FISCAL YEAR

After the close of each fiscal year, the Corporation's Board of Directors shall cause an audit, as required by law or as directed by the Board, of all Corporation assets and accounts to be made. The fiscal year of the Corporation shall be the same as that of the University.

ARTICLE NINE
ITEMS OF VALUE

Funds, grants, property, intellectual property, rights, claims, and every other item of value received, acquired, or developed by the Corporation shall be held by the Corporation and invested, sold, reinvested, marketed, or otherwise managed under the direction of the Board.

ARTICLE TEN
CORPORATE SEAL

The Corporation shall not have a corporate seal.

ARTICLE ELEVEN
AMENDMENTS

These Bylaws and the Corporation's Articles of Incorporation may be altered, amended, repealed, or new Bylaws adopted only upon the unanimous vote of all Directors and the written approval of Idaho State University.

Approved and adopted by resolution of the Board of Directors on this 2nd day of April, 2015.

Idaho State University Intellectual Property Foundation, Inc.

By: _____
Print Name _Darlene S Berry_
As its Chair

SUBJECT
Updates to Retirement Plan Documents: 401(a), 403(b) and 457(b).

REFERENCE

December 2005	Board adopted a Deferred Compensation plan for employees under Internal Revenue Code, Section 457
August 2008	Board approved Idaho Tax Deferred 403(b) Plan
August 2013	403(b) Plan and 457(b) Plan restated
August 2014	Optional Retirement Plan (401a) restated
June 2017	Retirement Plan Trust Agreement implemented, replacing prior custodial agreement

APPLICABLE STATUTE, RULE, OR POLICY
Idaho Code §33-107A, -107B, -107C
Idaho Code §59-513
Idaho State Board of Education (Board) Governing Policies & Procedures, Sections II.K.

ALIGNMENT WITH STRATEGIC PLAN
The Retirement Plan is a non-strategic, Board governance agenda item.

BACKGROUND/DISCUSSION
The Board is the Plan Sponsor for defined contribution (DC) retirement plans utilized by non-PERSI employees at public colleges and universities and the Office of the State Board of Education. The DC plans include a 401(a) mandatory Optional Retirement Plan (ORP), which is the main plan receiving employer and employee contributions, and two voluntary plans—403(b) and 457(b)—which are available for employee-only contributions. The proposed updates to these plans reflect the following changes:

Dissolution of Eastern Idaho Technical College (EITC) and establishment of the College of Eastern Idaho (CEI): the Board's current Retirement Plan documents [401(a), 403(b) and 457(b)] contain references to EITC. EITC will be dissolved as a legal entity as of July 1, 2018 with the effective date of legislation approved in the 2018 session. CEI will assume EITC's previous retirement plan responsibilities.

Inclusion of College of Southern Idaho (CSI), College of Western Idaho (CWI), and North Idaho College (NIC) to the 403(b) Plan documents: the plans are being updated to reflect participation by CSI, CWI, and NIC, as formally attested by separate documentation from the three colleges.

Removal of references to specific staff member titles in plan document sections dealing with responsibilities, and replacement with institution names: Retirement Plan documents 401(a), 403(b) and 457(b) all currently contain references to specific individual titles at each Idaho institution. Because position titles

periodically change, the documents have been revised to make references at the institutional level as opposed to the individual level.

<u>Addition of procedures to cover transfers from ORP to Public Employee Retirement System of Idaho (PERSI) for personnel who move from faculty or professional staff positions to classified positions</u>: Institution employees who are working within ORP eligible positions need a mechanism within the ORP process to transfer to PERSI if they are subsequently hired into a PERSI-eligible role. PERSI allows transfers of this kind to occur; however, there is currently no corresponding language within the ORP Plan document to cover this option. PERSI and the Board's special deputy attorney general for retirement plans (Reinhart Boerner Van Deuren) have jointly developed language allowing these transfers to occur.

With the implementation of the Retirement Plan Trust Agreement replacing the prior custodial agreement, outdated Trust language within the 401(a) Plan document has been removed.

<u>Other technical "clean up" corrections and clarifications</u>: After a comprehensive review of the ORP Plan document by the Board's special deputy attorney general for retirement plans, a number of other technical changes have been made to ensure that the ORP document is compliant with current tax law and accurate.

IMPACT

The revisions contained in the attachments will bring the Board's family of retirement plan documents up-to-date, reflecting the new lineup of community colleges in the state, clarifying current procedures, and tightening up sections related to federal tax laws for defined contribution retirement plans.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

The proposed updates to the 401(a), 403(b) and 457(b) plan documents will ensure the language in all three documents is current and in compliance with federal and state law. Staff recommends approval.

BOARD ACTION

I move to approve the modifications to the Board's 401(a), 403(b) and 457(b) Retirement Plans as presented in the attached documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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b) Each hour for which an employee is paid, or entitled to payment, on account of a period of time during which no duties are performed (regardless of whether employment has terminated) due to vacation, holiday, illness, incapacity (including disability), layoff, jury duty, military duty, leave of absence, or maternity or paternity leave (whether paid or unpaid). However, any period for which a payment is made or due under a plan maintained solely for the purpose of complying with Workers' Compensation or unemployment compensation or disability insurance laws, or solely to reimburse the employee for medical or medically-related expenses is excluded. An employee is directly or indirectly paid, or entitled to payment by the Institution regardless of whether payment is made by or due from the Institution directly or made indirectly through a trust fund, insurer or other entity to which the Institution contributes or pays premium. No more than 501 Hours of Service will be credited under this paragraph. Hours of Service under this paragraph will be calculated and credited pursuant to Section 2530.200b-2 of the Department of Labor Regulations, incorporated herein by reference.

(c) Each hour for which back pay, irrespective of mitigation of damages, is either awarded or agreed to by the Institution, without duplication of hours provided above, and subject to the 501-hour restriction for periods described in (b) above.

Hours of Service will be credited for employment with other members of an affiliated service group (under Code Section 414(m)), a controlled group of corporations (under Code Section 414(b)), or a group of trades or businesses under common control (under Code Section 414(c)) of which the Institution is a member, and any other entity required to be aggregated with the employer pursuant to Code Section 414(o) and the regulations thereunder. Hours of Service also will be credited for any person considered an employee for this Plan under Code Sections 414(n) or 414(o) and the regulations thereunder.

Hours of Service will be determined on the basis of actual hours that an employee is paid or entitled to payment.

1.12 *Institution* means the Board and employment units under its jurisdiction, namely:

> The Office of the Idaho State Board of Education
> Boise State University
> Idaho State University
> University of Idaho
> Lewis-Clark State College
> Eastern Idaho Technical College (Dissolved as of July 1, 2018)
> College of Eastern Idaho (Formerly Eastern Idaho Technical College)
> College of Southern Idaho
> North Idaho College
> College of Western Idaho

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1.12 **"Employer"**: Employer means the Board and employment units under its jurisdiction, namely:

> The Office of the Idaho State Board of Education
> Boise State University
> Idaho State University
> University of Idaho
> Lewis-Clark State College
> Eastern Idaho Technical College (Dissolved as of July 1, 2018)
> College of Eastern Idaho (Formerly Eastern Idaho Technical College)
> College of Southern Idaho
> North Idaho College
> College of Western Idaho

1.13 **"Funding Vehicles "**: The Annuity Contracts or Custodial Accounts issued for funding amounts held under the Plan and specifically approved by Employer for use under the Plan.

1.14 **"Includible Compensation"**: An Employee's actual wages in box 1 of Form W-2 for a year for services to the Employer, but subject to a maximum of $200,000 (or such higher maximum as may apply under section 401(a)(17) of the Code) and increased (up to the dollar maximum) by any compensation reduction election under section 125, 132(f), 401(k), 403(b), or 457(b) of the Code (including any Elective Deferral under the Plan). The amount of Includible Compensation is determined without regard to any community property laws.

1.15 **"Individual Agreement"**: The agreements between a Vendor and the Employer or a Participant that constitutes or governs a Custodial Account or an Annuity Contract.

1.16 **"Participant"**: An individual for whom Elective Deferrals are currently being made, or for whom Elective Deferrals have previously been made, under the Plan and who has not received a distribution of his or her entire benefit under the Plan.

1.17 **"Plan"**:State Board of Education Tax Deferred 403(b) Plan.

1.18 "**Plan year"**: The calendar year.

1.19 **"Related Employer"**: The Employer and any other entity which is under common control with the Employer under section 414(b) or (c) of the Code. For this purpose, the Employer shall determine which entities are Related Employers based on a reasonable, good faith standard and taking into account the special rules applicable under Notice 89-23, 1989-1 C.B. 654.

1.20 "**Severance from Employment"**: For purpose of the Plan, Severance from Employment means Severance from Employment with the Employer and any Related Entity. However, a Severance from Employment also occurs on any date on which an Employee ceases to be an employee of a public school, even though the Employee may continue to be employed by a Related Employer that is another unit of the State or local government that is not a public school or in a capacity that is not employment with a public school (e.g., ceasing to be an employee performing services for a public

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3.06 <u>Employee</u>: An employee who is eligible to participate in the State of Idaho Optional Retirement Program.

3.07 <u>Employer</u>: The employment units under the jurisdiction of the Board, namely:

> Office of the Idaho State Board of Education
> Boise State University
> Idaho State University
> University of Idaho
> Lewis-Clark State College
> Eastern Idaho Technical College (Dissolved as of July 1, 2018)
> College of Eastern Idaho (Formerly Eastern Idaho Technical College)

3.08 <u>Includible Compensation</u>: An Employee's actual wages in box 1 of Form W-2 for a year for services to the Employer, but subject to a maximum of $200,000 (or such higher maximum as may apply under section 401(a)(17) of the Code) and increased (up to the dollar maximum) by any compensation reduction election under section 125, 132(f), 401(k), 403(b) or 457(b) of the Code (including an election to defer Compensation under this Plan).

3.09 <u>Maximum Limitation</u>: The maximum amount that may be deferred under this Plan (other than rollover amounts described in Section 9.02) for the taxable year of a Participant. Such amount shall be either the Normal Limitation or Catch-Up Limitation, whichever is applicable.

(a)   <u>Normal Limitation</u>: The maximum amount deferred shall not exceed the lesser of the applicable dollar amount (as described in Section 3.13(c) below) or 100% of the Participant's Includible Compensation, as adjusted by Section 3.13(d) below. Notwithstanding the preceding provisions of this paragraph, for calendar years prior to 2002, the maximum amount deferred shall not exceed such limit or limits in effect for the applicable year pursuant to section 457 of the Code.

(b)   <u>Catch-Up Limitation</u>: For each one of the last three (3) taxable years of a Participant ending before the Participant's attainment of Normal Retirement Age, the maximum amount deferred for each such year shall be the lesser of:

(1)   twice the applicable dollar amount (as described in Section 3.13(c) below); or

(2)   the sum of

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Article VIII: Administration

8.1   ***Plan Administrator.*** The Idaho State Board of Education, located at 650 W. State Street Boise, Idaho 83720, is the administrator of this Plan <u>and in accordance with Section 8.2</u> and has designated ~~the following~~ <u>each Institution</u> as responsible for enrolling Participants, sending Plan contributions for each Participant to the Fund Sponsor(s) selected by a Participant, and for performing other duties required for the operation of the Plan <u>as delegated by the Board.</u>

> ~~Chief Fiscal Officer~~
> ~~Office of the Idaho State Board of Education~~
>
> ~~Vice President for Finance and Administration~~
> ~~Boise State University~~
>
> ~~Vice President for Finance and Administration~~
> ~~Idaho State University~~
>
> ~~Vice President for Finance and Administration~~
> ~~University of Idaho~~
>
> ~~Vice President for Finance and Administration~~
> ~~Lewis-Clark State College~~
>
> ~~Vice President for Finance and Administration~~
> ~~Eastern Idaho Technical College~~
>
> ~~Financial Vice President~~
> ~~College of Southern Idaho~~
>
> ~~Financial Vice President~~
> ~~North Idaho College~~
>
> ~~Vice President for Finance and Administration~~
> ~~College of Western Idaho~~

8.2   ***Authority of the Institution.*** The Institution has all the powers and authority expressly conferred upon it herein and further shall have discretionary and final authority to determine all questions concerning eligibility and contributions under the Plan, to interpret and construe all terms of the Plan, including any uncertain terms, and to determine any disputes arising under and all questions concerning administration of the Plan. Any determination made by the Institution shall be given deference, if it is subject to judicial review, and shall be overturned only if it is arbitrary or capricious. In exercising these powers and authority, the Institution will always exercise good faith, apply standards of uniform application, and refrain from arbitrary action. The Institution may employ attorneys, agents, and accountants, as it finds necessary or advisable to assist it in carrying out its

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Idaho State Board of Education

Tax Deferred 403(b) Plan

Section 1
Definition of Terms Used

The following words and terms, when used in the Plan, have the meaning set forth below.

1.1 **"Account"**: The account or accumulation maintained for the benefit of any Participant or Beneficiary under an Annuity Contract or a Custodial Account.

1.2 **"Account Balance"**: The bookkeeping account maintained for each Participant which reflects the aggregate amount credited to the Participant's Account under all Accounts, including the Participant's Elective Deferrals, the earnings or loss of each Annuity Contract or a Custodial Account (net of expenses) allocable to the Participant, any transfers for the Participant's benefit, and any distribution made to the Participant or the Participant's Beneficiary. If a Participant has more than one Beneficiary at the time of the Participant's death, then a separate Account Balance shall be maintained for each Beneficiary. The Account Balance includes any account established under Section 6 for rollover contributions and plan-to-plan transfers made for a Participant, the account established for a Beneficiary after a Participant's death, and any account or accounts established for an alternate payee (as defined in section 414(p)(8) of the Code).

1.3 **"Administrator"**: The Idaho State Board of Education, located at 650 W. State Street, Boise, Idaho 83720, is the administrator of this Plan and has designated ~~The~~ each Institution ~~following~~ as responsible for enrolling Participants, sending Plan contributions for each Participant to the Fund Sponsor(s) selected by a Participant, and for performing other duties required for the operation of the Plan as delegated by the board.

~~The Chief Fiscal Officer~~
~~The Office of the Idaho State Board of Education~~

~~The Financial Vice President~~
~~Boise State University~~

~~The Financial Vice President~~
~~Idaho State University~~

~~The Vice President for Finance and Administration~~
~~University of Idaho~~

~~The Financial Vice President~~
~~Lewis-Clark State College~~

1.4 **"Annuity Contract"**: A nontransferable contract as defined in section 403(b)(1) of the Code, established for each Participant by the Employer, or by each Participant individually, that is issued by an insurance company qualified to issue annuities in Idaho and that includes payment in the form of an annuity.

1.5 **"Beneficiary"**: The designated person who is entitled to receive benefits under the Plan after the death of a Participant, subject to such additional rules as may be set forth in the Individual Agreements. 1.6 **"Custodial Account"**: The group or individual custodial account or accounts, as defined in section 403(b)(7) of the Code, established for each Participant by the Employer, or by each Participant individually, to hold assets of the Plan.

1.7 **"Code"**: The Internal Revenue Code of 1986, as now in effect or as hereafter amended. All citations to sections of the Code are to such sections as they may from time to time be amended or renumbered.

1.8 **"Compensation"**: All cash compensation for services to the Employer, including salary, wages, fees, commissions, bonuses, and overtime pay, that is includible in the Employee's gross income for the calendar year, plus amounts that would be cash compensation for services to the Employer includible in the Employee's gross income for the calendar year but for a compensation reduction election under section 125, 132(f), 401(k), 403(b), or 457(b) of the Code (including an election under Section 2 made to reduce compensation in order to have Elective Deferrals under the Plan).

1.9 *"***Disabled"**: The definition of disability provided in the applicable Individual Agreement.

1.10 **"Elective Deferral"**: The Employer contributions made to the Plan at the election of the Participant in lieu of receiving cash compensation. Elective Deferrals are limited to pre-tax salary reduction contributions.

1.11 **"Employee"**: Each individual, whether appointed or elected, who is a common law employee of the Employer performing services for a public school as an employee of the Employer. This definition is not applicable unless the employee's compensation for performing services for a public school is paid by the Employer. Further, a person occupying an elective or appointive public office is not an employee performing services for a public school unless such office is one to which an individual is elected or appointed only if the individual has received training, or is experienced, in the field of education. A public office includes any elective or appointive office of a State or local government.

age 65 and may not be later than the calendar year in which the Participant attains age 70½.

If the Participant is a qualified police officer or firefighter as defined under section 415(b)(2)(H)(ii)(I) of the Code, then such qualified police officer or firefighter may designate an alternative Normal Retirement Age that is between age 40 and age 70 1/2.

Once a Participant has to any extent utilized the Catch-Up Limitation of Section 3.13(b), his Normal Retirement Age may not be changed.

3.06   Participant: Any Employee who has enrolled in this Plan pursuant to the requirements of Article V or who has previously deferred compensation under this Plan and who has not received a distribution of his or her entire benefit under the Plan.

3.07   Plan Year: The 12-month period commencing each January 1 and ending on the following December 31.

3.08   Severance from Employment: Termination of the Participant's employment relationship with the Employer.

3.09   Service Provider(s): The Variable Annuity Life Insurance Company (VALIC), VALIC Retirement Services Company, TIAA-CREF Individual & Institutional Services, LLC (TIAA-CREF), or such other entity as the Board designates to perform administrative services under this Plan.

ARTICLE IV. ADMINISTRATION

4.01   Plan Administrator. The Board, located at 650 W. State Street, Boise, Idaho 83720, has designated its Executive Director as responsible for administering the Plan (the "Plan Administrator"). The Plan Administrator shall have full power to adopt, amend, and revoke such rules and regulations consistent with and as may be necessary to implement, operate and maintain this Plan, to enter into contracts on behalf of the Employer under this Plan, and to make discretionary decisions affecting the rights or benefits of Participants.

The Board has designated to the Institutions ~~the following officers of its employer units as~~ the responsibility for enrolling Participants, sending Plan contributions for each Participant to the Service Providers selected by a Participant, and for performing other duties required for the operation of the Plan as delegated by the Board to the Institutions.

~~Chief Fiscal Officer~~
~~Office of the Idaho State Board of Education~~

~~Vice President for Finance and Administration~~
~~Boise State University~~

~~Vice President for Finance and Administration~~
~~Idaho State University~~

~~Vice President for Finance and Administration~~
~~University of Idaho~~

~~Vice President for Finance and Administration~~
~~Lewis-Clark State College~~

~~Financial Vice President for Finance and Administration~~
~~Eastern Idaho Technical College~~

~~Financial Vice President~~
~~College of Southern Idaho~~

~~Vice President for Finance and Administration~~
~~College of Western Idaho~~

~~Financial Vice President~~
~~North Idaho College~~

4.02   Employee with Administrative Responsibilities. Any Employee who is charged with administrative responsibilities hereunder may participate in the Plan under the same terms and conditions as apply to other Employees. However, he shall not have the power to participate in any discretionary action taken with respect to his participation under Section 7.07 of this Plan.

4.03   Administrative Services. The Board may enter into an agreement with a Service Provider to provide administrative services under this Plan for the convenience of the Employer, including, but not limited to, the enrollment of Employees as Participants, the maintenance of Accounts and other records, the making of periodic reports to Participants, and the disbursement of benefits to Participants.

ARTICLE V. PARTICIPATION IN THE PLAN

5.01   Participant. An Employee becomes a Participant when he has executed and entered into a Deferred Compensation Agreement with the Employer.

4.5   ***Transfer of Funds from Another Plan.***   The Fund Sponsor shall accept contributions that are transferred directly from any other plan qualified under sections 401(a) or 403(a) of the Code, whether such plans are funded through a trustee arrangement or through an annuity contract, if such contributions are attributable only to employer and employee contributions and the earnings thereon and accompanied by instructions showing the respective amounts attributable to employer and employee contributions. Such funds and the accumulation generated from them shall always be fully vested and nonforfeitable.

4.6   ***Transfer of Funds to PERSI.*** Should an existing Plan Participant be hired into a PERSI-eligible position and no longer be eligible for Plan Contributions, the Participant may request to have all or a portion of his or her Accumulated Account transferred to PERSI through a trustee-to-trustee transfer by completing the forms required by the Board. At its sole discretion, the Board may refuse to make a transfer of assets if the Board reasonably believes the transfer could jeopardize the tax-exempt status of the Plan, or could create adverse tax consequences for the Plan.

> (a) <u>PERSI Base Plan</u>. If a prior PERSI participant transferred funds into the Plan upon taking a Plan-eligible position and then transfers back into a PERSI-eligible position, the Participant may request that funds be transferred to the PERSI Base Plan in order to buy back PERSI service. To be eligible to buy back PERSI service, a Participant must be employed in a PERSI-eligible position and have satisfied all other eligibility requirements. A Participant may only transfer funds to the PERSI Base Plan up to the exact amount of the determined buy back cost.

> (b) <u>401(k) Choice Plan</u>. If a Participant has transferred funds to repurchase all available service credit in the PERSI Base Plan and has remaining amounts in his or her Accumulated Account, the Participant may request that the remaining amounts be transferred to the PERSI 401(k) Choice plan. All rollovers must be submitted with all required forms and documentation and are subject to the approval of the PERSI Board. Such amounts shall retain their character (*e.g.,* employer or employee contributions) once transferred to the 401(k) Choice Plan.

The transfer of a Participant's entire Plan balance to PERSI will result in termination of the Participant's participation in the Plan and the Participant shall not be eligible for any future benefits from the Plan unless the Participant returns to Plan-eligible employment and receives additional contributions in the Plan.

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Relevant ORP Sections Denoted Below. Each section is comprised of proposed Plan document changes, followed by present language.

ORP 401 (a) Plan Document Proposed Change

1.10 *Funding Vehicles* means the annuity contracts or custodial accounts that satisfy the requirements of Code Section 401(f) issued for funding accrued benefits under this Plan and specifically approved by the ~~Institution~~Board or its authorized delegate for use under this Plan.

ORP 401 (a) Plan Document Original Language

1.10 *Funding Vehicles* means the annuity contracts or custodial accounts that satisfy the requirements of Code Section 401(f) issued for funding accrued benefits under this Plan and specifically approved by the Institution for use under this Plan.

ORP 401 (a) Plan Document Proposed Change

Article V: Funding Vehicles

5.1 *Funding Vehicles.* Plan Contributions are invested in one or more Funding Vehicles available to Participants under this Plan. The Fund Sponsors are:

    (a)   Teachers Insurance and Annuity Association-College Retirement Equities Fund (TIAA-CREF)

    (b)   Variable Annuity Life Insurance Company (VALIC)

~~Participants may choose any Funding Vehicle offered by a Fund Sponsor.~~ The ~~Institution's~~ current selection of Fund Sponsors isn't intended to limit the authority of the Board or its authorized delegate to~~future~~ additions or delet~~eions of~~ Fund Sponsors. ~~Any additional accounts offered by a Fund Sponsor will automatically be made available to Participants in accordance with the procedures established by the Institution and the Fund Sponsor.~~

ORP 401 (a) Plan Document Original Language

Article V: Funding Vehicles

5.1 *Funding Vehicles.* Plan Contributions are invested in one or more Funding Vehicles available to Participants under this Plan. The Fund Sponsors are:

(a)   Teachers Insurance and Annuity Association-College Retirement Equities Fund (TIAA-CREF)

(b)   Variable Annuity Life Insurance Company (VALIC)

Participants may choose any Funding Vehicle offered by a Fund Sponsor. The Institution's current selection of Fund Sponsors isn't intended to limit future additions or deletions of Fund Sponsors. Any additional accounts offered by a Fund Sponsor will automatically be made available to Participants in accordance with the procedures established by the Institution and the Fund Sponsor.

ORP 401 (a) Plan Document Proposed Change

8.2   ***Authority of the ~~Institution~~Board.*** The ~~Institution~~Board has all the powers and authority expressly conferred upon it herein and further shall have discretionary and final authority to determine all questions concerning eligibility and contributions under the Plan, to interpret and construe all terms of the Plan, including any uncertain terms, and to determine any disputes arising under and all questions concerning administration of the Plan. Any determination made by the ~~Institution~~Board shall be given deference, if it is subject to judicial review, and shall be overturned only if it is arbitrary or capricious. In exercising these powers and authority, the ~~Institution~~Board will always exercise good faith, apply standards of uniform application, and refrain from arbitrary action. The ~~Institution~~Board may

employ attorneys, agents, and accountants, as it finds necessary or advisable to assist it in carrying out its duties. The ~~Institution, by action of the ~~Board~~,~~ may designate a person or persons other than the ~~Institution~~Board to carry out any of its powers, authority, or responsibilities. Any delegation will be set forth in writing.

ORP 401 (a) Plan Document Original Language

8.2   ***Authority of the Institution.*** The Institution has all the powers and authority expressly conferred upon it herein and further shall have discretionary and final authority to determine all questions concerning eligibility and contributions under the Plan, to interpret and construe all terms of the Plan, including any uncertain terms, and to determine any disputes arising under and all questions concerning administration of the Plan. Any determination made by the Institution shall be given deference, if it is subject to judicial review, and shall be overturned only if it is arbitrary or capricious. In exercising these powers and authority, the Institution will always exercise good faith, apply standards of uniform application, and refrain from arbitrary action. The Institution may employ attorneys, agents, and accountants, as it finds necessary or advisable to assist it in carrying out its duties. The

Institution, by action of the Board, may designate a person or persons other than the Institution to carry out any of its powers, authority, or responsibilities. Any delegation will be set forth in writing.

ORP 401 (a) Plan Document Proposed Change

8.3 ***Action of the* ~~Institution~~Board**. Any act authorized, permitted, or required to be taken by the ~~Institution~~Board under the Plan, which has not been delegated in accordance section 8.2 "Authority of the ~~Institution~~Board," may be taken by a majority of the members of the Board, by vote at a meeting. All notices, advice, directions, certifications, approvals, and instructions required or authorized to be given by the Board~~Institution~~ under the Plan will be in writing and signed by either (i) a majority of the members of the Board, or by any member or members as may be designated by the Board, as having authority to execute the documents on its behalf, or ii) a person who becomes authorized to act for the ~~Institution~~Board in accordance with the provisions of section 8.2 "Authority of the ~~Institution~~Board." Any action taken by the ~~Institution~~Board that is authorized, permitted, or required under the Plan and is in accordance with Funding Vehicles contractual obligations are final and binding upon the ~~Institution~~Board, and all persons who have or who claim an interest under the Plan, and all third parties dealing with the ~~Institution~~Board.

8.4 ***Indemnification.*** Subject to the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et. seq., The ~~Institution~~Board will satisfy any liability actually and reasonably incurred by any members of the Board or any person to whom any power, authority or responsibility of the ~~Institution~~Board is delegated pursuant to section 8.2 "Authority of the ~~Institution~~Board" (other than the Fund Sponsors or other entities paid to perform services related to the Plan) arising out of any action (or inaction) relating to this plan. These liabilities include expenses, attorney's fees, judgments, fines, and amounts paid in connection with any threatened, pending or completed action, suit or proceeding related to the exercise (or failure to exercise) of this authority. This is in addition to whatever rights of indemnification exist under the articles of incorporation, regulations or by-laws of the Institution, under any provision of law, or under any other agreement.

ORP 401 (a) Plan Document Original Language

8.3 ***Action of the Institution.*** Any act authorized, permitted, or required to be taken by the Institution under the Plan, which has not been delegated in accordance section 8.2 "Authority of the Institution," may be taken by a majority of the members of the Board, by vote at a meeting. All notices, advice, directions, certifications, approvals, and instructions required or authorized to be given by the Institution under the Plan will be in writing and signed by either (i) a majority of the members of the Board, or by any member or members as may be designated by the Board, as having authority to execute the documents on its behalf, or ii) a person who becomes authorized to act for the Institution in accordance with the provisions of

section 8.2 "Authority of the Institution." Any action taken by the Institution that is authorized, permitted, or required under the Plan and is in accordance with Funding Vehicles contractual obligations are final and binding upon the Institution, and all persons who have or who claim an interest under the Plan, and all third parties dealing with the Institution.

8.4   ***Indemnification.***   Subject to the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et. seq., The Institution will satisfy any liability actually and reasonably incurred by any members of the Board or any person to whom any power, authority or responsibility of the Institution is delegated pursuant to section 8.2 "Authority of the Institution" (other than the Fund Sponsors) arising out of any action (or inaction) relating to this plan. These liabilities include expenses, attorney's fees, judgments, fines, and amounts paid in connection with any threatened, pending or completed action, suit or proceeding related to the exercise (or failure to exercise) of this authority. This is in addition to whatever rights of indemnification exist under the articles of incorporation, regulations or by-laws of the Institution, under any provision of law, or under any other agreement.

ORP 401 (a) Plan Document Proposed Change

Article IX: Amendment and Termination

9.1   ***Amendment and Termination.*** While it is expected that this Plan will continue indefinitely, the ~~Institution~~Board reserves the right to amend, otherwise modify, or terminate the Plan, or to discontinue any further contributions or payments under the Plan, by resolution of ~~its~~the Board or its authorized delegate. In the event of a termination of the Plan or complete discontinuance of Plan Contributions, the ~~Institution~~Board or its authorized delegate will notify all Participants of the termination. As of the date of complete or partial termination, all Accumulation Accounts will become nonforfeitable to the extent that benefits are accrued.

ORP 401 (a) Plan Document Original Language

Article IX: Amendment and Termination

9.1   ***Amendment and Termination.*** While it is expected that this Plan will continue indefinitely, the Institution reserves the right to amend, otherwise modify, or terminate the Plan, or to discontinue any further contributions or payments under the Plan, by resolution of its Board. In the event of a termination of the Plan or complete discontinuance of Plan Contributions, the Institution will notify all Participants of the termination. As of the date of complete or partial termination, all Accumulation Accounts will become nonforfeitable to the extent that benefits are accrued.

ORP 401 (a) Plan Document Proposed Change

Article XI: Trust Provisions

11.1 ***Establishment of Trust.*** The ~~Institution~~Board shall ~~establish a~~enter into an agreement or agreements with one or more Trustees ~~Trust~~, pursuant to which the Trustee(s) shall receive and hold in trust all contributions and income ~~applicable law, to hold the assets of~~paid into the Trust Fund (as defined below). ~~By signing below, the Trustees agree to hold the assets of the Trust Fund, as constituted from time to time, in trust, and to administer the Trust Fund in accordance with the terms and conditions of the Trust provisions in this Article XI. The Trustees shall, at the direction of the Institution as named fiduciary of the Plan, be the owner of the custodial account pursuant to which mutual funds shall be made available under the Plan as investment options. The Trustees shall follow the proper directions of the Institution, as named fiduciary of the Plan, with respect to the investment and withdrawal of assets in the mutual funds provided such directions are made in accordance with the terms of the Plan and are not contrary to ERISA.~~ The Trust Fund shall consist of ~~shares of such~~ mutual funds available under the Plan as investment options and all other Plan assets, ~~mutual funds in the custodial account shall constitute the "Trust Fund."~~ except that TIAA-CREF annuity contracts or certificates (and any other annuity contracts that satisfy the requirements of §401(f) of the Code) shall not be part of the Trust Fund. It shall be prohibited at any time for any part of the Trust Fund (other than such amounts as are required or permitted to be used to pay Plan expenses) to be used for, or diverted to, purposes other than the exclusive benefit of Plan Participants and Beneficiaries except as otherwise permitted under the Code ~~and ERISA~~.

ORP 401 (a) Plan Document Original Language

Article XI: Trust Provisions

11.1 ***Establishment of Trust.*** The Institution shall establish a Trust, pursuant to applicable law, to hold the assets of the Trust Fund (as defined below). By signing below, the Trustees agree to hold the assets of the Trust Fund, as constituted from time to time, in trust, and to administer the Trust Fund in accordance with the terms and conditions of the Trust provisions in this Article XI. The Trustees shall, at the direction of the Institution as named fiduciary of the Plan, be the owner of the custodial account pursuant to which mutual funds shall be made available under the Plan as investment options. The Trustees shall follow the proper directions of the Institution, as named fiduciary of the Plan, with respect to the investment and withdrawal of assets in the mutual funds provided such directions are made in accordance with the terms of the Plan and are not contrary to ERISA. The shares of such mutual funds in the custodial account shall constitute the "Trust Fund." TIAA-CREF annuity contracts or certificates (and any other annuity contracts that satisfy the requirements of §401(f) of the Code) shall not be part of the Trust Fund. It shall be prohibited at any time for any part of the Trust Fund (other than such amounts as are required or permitted to be used to pay Plan expenses) to be used

for, or diverted to, purposes other than the exclusive benefit of Plan Participants and Beneficiaries except as otherwise permitted under the Code and ERISA.

ORP 401 (a) Plan Document Proposed Change

11.3 *Trustees' Authority and Powers over Trust Fund.* Subject to any limitations imposed by § 4975 of the Code and § 406 of ERISA related to prohibited transactions:

(a) The Trustees shall have the exclusive authority and custody over all Plan assets deposited in the Trust, except to the extent otherwise provided herein.

(b) The Trustees shall have the authority and power to make, execute, acknowledge and deliver any instruments that may be necessary or appropriate to carry out their powers.

(c) The Trustees shall have the authority to vote by proxy on any mutual fund shares constituting the Trust Fund. In voting such proxies, the Trustees shall follow the instructions of Plan Participants and their Beneficiaries. If no instructions for voting proxies applicable to mutual fund shares are received, the Trustees shall not exercise the voting rights for such shares and will not be responsible for the failure to vote or instruct the vote of such shares.

(d)   The Trustees shall have full authority and power to do all acts whether or not expressly authorized which may be deemed necessary or proper for the protection of the Trust Fund including the exercise of any conversion privilege and/or mutual fund subscription rights.

(e)   The Trustees shall have full authority and power to sell, dispose, purchase, exchange or transfer any Trust Fund shares pursuant to the instructions of the Institution, including a return of Plan contributions to the Institution that is permitted under ERISA and the Plan. No provision of this Trust shall be construed to prevent the transfer of funds at the direction of Participants or Beneficiaries among the Plan Allocation Accounts.

(f)   The Trustees shall apply for beneficial ownership of the custodial account pursuant to the instructions of the Institution as named fiduciary under the Plan.

11.4   *Standard of Care.* The Trustees shall discharge their duties with the care, skill, prudence and diligence under the circumstances then prevailing that a prudent man acting in a like capacity and familiar with such matters would use in the conduct of an enterprise of like character and with like aims. No Trustee shall cause the Trust to engage in any prohibited transaction under ERISA.

11.5   *Payment of Benefits.* The Trustees shall take such actions as may be necessary to distribute Plan assets held in the Trust to Participants or Beneficiaries in accordance the instructions of the Institution under the Plan. Except as provided in the following sentence, the Trust shall not retain any part of the Accumulation Account due a Participant or Beneficiary. If the Trustees receive any claim to assets held in the Trust which is adverse to a Participant's interest or the interest of his or her Beneficiary, and the Institution as named fiduciary under the Plan, in its absolute discretion, decides the claim is, or may be, meritorious, the Institution may direct the Trustees, and the Trustees shall agree, to withhold distribution until the claim is resolved or until instructed by a court of competent jurisdiction. As an alternative, the Institution may direct the Trustees and the Trustees shall agree, to deposit all or any portion of the Participant's or Beneficiaries' interest in the Trust into the court. Deposit with the court shall relieve the Trustees of any further obligation with respect to the assets deposited. The Trustees have the right to be reimbursed from the Institution for legal fees and costs incurred.

ORP 401 (a) Plan Document Original Language

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(a)   The Trustees shall have the exclusive authority and custody over all Plan assets deposited in the Trust, except to the extent otherwise provided herein.

(b)   The Trustees shall have the authority and power to make, execute, acknowledge and deliver any instruments that may be necessary or appropriate to carry out their powers.

(c)   The Trustees shall have the authority to vote by proxy on any mutual fund shares constituting the Trust Fund. In voting such proxies, the Trustees shall follow the instructions of Plan Participants and their Beneficiaries. If no instructions for voting proxies applicable to mutual fund shares are received, the Trustees shall not exercise the voting rights for such shares and will not be responsible for the failure to vote or instruct the vote of such shares.

(d)   The Trustees shall have full authority and power to do all acts whether or not expressly authorized which may be deemed necessary or proper for the protection of the Trust Fund including the exercise of any conversion privilege and/or mutual fund subscription rights.

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ORP 401 (a) Plan Document Proposed Change

11.6 ~~*Reliance on Trustees as Owner.* No one dealing with the Trustees shall be bound to see to the application of any money paid or property transferred to or upon the order of the Trustees, or to inquire into the validity or propriety of anything the Trustees may purport to do.~~

11.7 ~~*Reliance on Institution.* The Trustees may consult with the Institution or counsel designated by the Institution with respect to the meaning or construction of any provision of the Plan, a funding instrument which is an asset of the Trust, the Trustees' obligations or duties under this Article XI or with respect to any action or proceeding arising hereunder. To the extent permitted by law, the Trustees shall be fully protected both with respect to any action taken or omitted in good faith pursuant to the advice of the Institution or its counsel and in reliance upon any statement of fact made by the Institution.~~

11.8 ~~*Accounting of the Trustees.* Within a reasonable period of time after the end of each Plan Year, and/or upon termination of the Trust, the Trustees shall submit to the Institution sufficient information requested by the Institution which is necessary for the Institution to carry out its respective duties under ERISA with respect to the Plan.~~

11.9 ~~*Trustees' Records.*~~

~~(a) The Trustees shall keep accurate and detailed accounts of all investments (if any), Plan assets, receipts, disbursements, and other transactions involving the Trust Fund (if any), not otherwise prepared by the custodian/record keeper of the custodial account. All accounts, books and records relating to such transactions shall be open to inspection at all reasonable times by any person designated by the Institution.~~

~~(b) The Trustees shall submit copies of any statements or written communications received pertaining to the investment of any Plan assets constituting the Trust Fund to the Institution contemporaneously with their receipt by the Trustees.~~

11.10 ~~*Annual Valuation.* The Trustees shall cause a valuation of the Trust Fund to be made as of the last day of each Plan Year and shall provide the Institution with a written report of such valuation within a reasonable period of time after the valuation is performed. On each valuation date the earnings and losses shall be allocated to the Accumulation Account of each Participant with interest in such asset in the ratio that the Participant's interest bears to the fair market value of the asset and the Institution shall receive written notice of the value of each Participant's account held in such asset. Such report shall be prepared by the custodian/record keeper of the custodial account.~~

ORP 401 (a) Plan Document Original Language

11.6 Reliance on Trustees as Owner. No one dealing with the Trustees shall be bound to see to the application of any money paid or property transferred to or upon the order of the Trustees, or to inquire into the validity or propriety of anything the Trustees may purport to do.

11.7 Reliance on Institution. The Trustees may consult with the Institution or counsel designated by the Institution with respect to the meaning or construction of any provision of the Plan, a funding instrument which is an asset of the Trust, the Trustees' obligations or duties under this Article XI or with respect to any action or proceeding arising hereunder. To the extent permitted by law, the Trustees shall be fully protected both with respect to any action taken or omitted in good faith pursuant to the advice of the Institution or its counsel and in reliance upon any statement of fact made by the Institution.

11.8 Accounting of the Trustees. Within a reasonable period of time after the end of each Plan Year, and/or upon termination of the Trust, the Trustees shall submit to the Institution sufficient information requested by the Institution which is necessary for the Institution to carry out its respective duties under ERISA with respect to the Plan.

11.9 Trustees' Records.

(a) The Trustees shall keep accurate and detailed accounts of all investments (if any), Plan assets, receipts, disbursements, and other transactions involving the Trust Fund (if any), not otherwise prepared by the custodian/record-keeper of the custodial account. All accounts, books and records relating to such transactions shall be open to inspection at all reasonable times by any person designated by the Institution.

(b) The Trustees shall submit copies of any statements or written communications received pertaining to the investment of any Plan assets constituting the Trust Fund to the Institution contemporaneously with their receipt by the Trustees.

11.10 Annual Valuation. The Trustees shall cause a valuation of the Trust Fund to be made as of the last day of each Plan Year and shall provide the Institution with a written report of such valuation within a reasonable period of time after the valuation is performed. On each valuation date the earnings and losses shall be allocated to the Accumulation Account of each Participant with interest in such asset in the ratio that the Participant's interest bears to the fair market value of the asset and the Institution shall receive written notice of the value of each Participant's account held in such asset. Such report shall be prepared by the custodian/record-keeper of the custodial account.

ORP 401 (a) Plan Document Proposed Change

11.11 *Compensation of Trustee.* The Trustees shall receive such reasonable compensation for services as agreed to in writing by the Trustees and the

11.12 ~~*Expenses.* All expenses incurred in connection with the administration of the Plan, including but not limited to Trustees' fees, fees of appraisers and accountants (if any), and legal fees shall be paid by the Institution. All expenses of the Trust Fund (if any), shall be paid by the Institution.~~

11.13 ~~*Removal or Resignation of Trustee.* Any person may be removed as Trustee by the Institution at any time by notice in writing to such Trustee. Any person acting as Trustee hereunder may resign at any time upon 30 days notice in writing to the Institution. A resigning or removed Trustee shall transfer and deliver to the Institution all records of the Trust in his or her possession and shall deliver to their successor Trustees (or the Institution if there are no successor Trustees) all instruments of transfer or assignment, whereupon such Trustee shall have no further duties hereunder; provided, however, that nothing herein shall prevent any Trustee at any time from filing a judicial settlement and accounting with a court of competent jurisdiction. The only parties to such action shall be the Trustees and the Institution. A successor Trustee shall have no duty to examine the accounts, records, investments, or acts of any previous Trustee.~~

ORP 401 (a) Plan Document Original Language

11.11 *Compensation of Trustee.* The Trustees shall receive such reasonable compensation for services as agreed to in writing by the Trustees and the Institution, except that no compensation shall be paid to an employee of the Institution or its subsidiaries for service as a Trustee.

11.12 *Expenses.* All expenses incurred in connection with the administration of the Plan, including but not limited to Trustees' fees, fees of appraisers and accountants (if any), and legal fees shall be paid by the Institution. All expenses of the Trust Fund (if any), shall be paid by the Institution.

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ORP 401 (a) Plan Document Proposed Change

11.1411.3 *Appointment of Successor and Additional Trustees.* The InstitutionBoard may at any time and from time to time appoint successor Trustees and/or additional Trustees. The appointment of a successor and/or an additional Trustee shall become effective upon such Trustee's written acceptance of such appointment agreeing to be bound by the provisions of this Article XI. Upon acceptance of the appointment, each successor and/or additional Trustee shall have all the powers and duties of a Trustee. Except to the extent otherwise provided under ERISA, no successor or additional Trustee shall be personally liable for any act or omission which occurred prior to the time he or she became a Trustee.

11.15 *Actions of Trustees.* Except as otherwise provided herein, when there are two Trustees, both must join in taking an action. When more than two Trustees are serving hereunder, all powers of the Trustees shall be by the act of a majority of such persons. Notwithstanding the foregoing, a Trustee may in a signed writing delegate his power to one or more of the other Trustees. No delegation of power may be irrevocable. Notwithstanding the delegation of a power, any Trustee who releases a power shall be liable as a result of the exercise or non-exercise of said power in the same manner as if the power had not been delegated.

ORP 401 (a) Plan Document Original Language

11.14 *Appointment of Successor and Additional Trustees.* The Institution may at any time and from time to time appoint successor Trustees and/or additional Trustees. The appointment of a successor and/or an additional Trustee shall become effective upon such Trustee's written acceptance of such appointment agreeing to be bound by the provisions of this Article XI. Upon acceptance of the appointment, each successor and/or additional Trustee shall have all the powers and duties of a Trustee. Except to the extent otherwise provided under ERISA, no successor or additional Trustee shall be personally liable for any act or omission which occurred prior to the time he or she became a Trustee.

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ORP 401 (a) Plan Document Proposed Change

11.16 *Trustees Liability and Protection.* To the extent permitted by applicable law:

(a) The Trustees shall not be responsible for the adequacy of the Trust Fund to meet and discharge any and all payments and liabilities under the Plan or Trust. The Trustees shall be fully protected in acting upon any instrument, certificate, or payment believed to be genuine and to be signed or presented

by the proper person or persons, and the Trustees shall be under no duty to make any investigation or inquiry as to any statement contained in any such writing but may accept the same as conclusive evidence of the truth and accuracy of the statements therein contained. Except as otherwise provided in Section 405 of ERISA, each Trustee shall be liable only for his or her own acts of fraud, negligence or willful misconduct and for losses or diminution in value that results from his or her own acts of fraud, negligence or willful misconduct.

(b) The responsibilities of the Trustees shall be limited to those duties specifically imposed upon them under the terms of this Article XI, and the Trustees shall not be personally liable for the acts or omissions of any other fiduciary of the Plan, except as provided in ERISA.

(c) Except to the extent otherwise provided in this Article XI, the Trustees shall not be responsible for the investment of any property delivered to, or held in the Trust. The Trustees shall not be liable for any losses sustained by the Trust Fund by reason of the purchase, sale, retention, transfer or exchange of any investment in accordance with the provisions of the instrument or instructions of the Institution, Plan Participants and Beneficiaries under the terms of the Plan.

(d) To the extent permitted by law, the Trustees shall be fully protected in relying upon the advice of legal counsel or the Institution with respect to their duties under the Trust.

(e) In addition to whatever rights of indemnification the Trustees may be entitled to under the articles of incorporation, regulations or by laws of the Institution, under any provision of law, or under any other agreement, the Institution will satisfy any liability actually and reasonably incurred by any Trustee, including expenses, attorney's fees, judgments, fines, and amounts paid in settlement or in connection with any threatened, pending, or completed action, suit, or proceeding which is related to the exercise or failure to exercise of any of the powers, authority, responsibilities, or discretion of the Trustee as provided in this Article XI or which is reasonably believed by the Trustee to be provided hereunder or any action taken by such Trustee in connection with such reasonable belief.

ORP 401 (a) Plan Document Original Language

11.16 **Trustees Liability and Protection**. To the extent permitted by applicable law:

(a)   The Trustees shall not be responsible for the adequacy of the Trust Fund to meet and discharge any and all payments and liabilities under the Plan or Trust. The Trustees shall be fully protected in acting upon any instrument, certificate, or payment believed to be genuine and to be signed or presented by the proper person or persons, and the Trustees shall be under no duty to make any investigation or inquiry as to any statement contained in any such writing but may accept the same as conclusive evidence of the truth and accuracy of the statements therein contained. Except as otherwise provided in Section 405 of ERISA, each Trustee shall be liable only for his or her own acts of fraud, negligence or willful misconduct and for losses or diminution in value that results from his or her own acts of fraud, negligence or willful misconduct.

(b)   The responsibilities of the Trustees shall be limited to those duties specifically imposed upon them under the terms of this Article XI, and the Trustees shall not be personally liable for the acts or omissions of any other fiduciary of the Plan, except as provided in ERISA.

(c)   Except to the extent otherwise provided in this Article XI, the Trustees shall not be responsible for the investment of any property delivered to, or held in the Trust. The Trustees shall not be liable for any losses sustained by the Trust Fund by reason of the purchase, sale, retention, transfer or exchange of any investment in accordance with the provisions of the instrument or instructions of the Institution, Plan Participants and Beneficiaries under the terms of the Plan.

(d)   To the extent permitted by law, the Trustees shall be fully protected in relying upon the advice of legal counsel or the Institution with respect to their duties under the Trust.

(e)   In addition to whatever rights of indemnification the Trustees may be entitled to under the articles of incorporation, regulations or by-laws of the Institution, under any provision of law, or under any other agreement, the Institution will satisfy any liability actually and reasonably incurred by any Trustee, including expenses, attorney's fees, judgments, fines, and amounts paid in settlement or in connection with any threatened, pending, or completed action, suit, or proceeding which is related to the exercise or failure to exercise of any of the powers, authority, responsibilities, or discretion of the Trustee as provided in this Article XI or which is reasonably believed by the Trustee to be provided hereunder or any action taken by such Trustee in connection with such reasonable belief.

ORP 401 (a) Plan Document Proposed Change

11.17 *Documentation.* Any action by the Institution pursuant to this Article XI may be evidenced by writing over the signature of a person designated by the Institution in writing and the Trustees shall be fully protected in acting in accordance with such writing. Any action of the Trustees may be evidenced by a writing signed by such Trustee, and any party shall be fully protected in acting in accordance with such writing. Except to the extent otherwise provided, any notice to be given under this Article XI will be considered effective when received.

ORP 401 (a) Plan Document Original Language

11.17 *Documentation.* Any action by the Institution pursuant to this Article XI may be evidenced by writing over the signature of a person designated by the Institution in writing and the Trustees shall be fully protected in acting in accordance with such writing. Any action of the Trustees may be evidenced by a writing signed by such Trustee, and any party shall be fully protected in acting in accordance with such writing. Except to the extent otherwise provided, any notice to be given under this Article XI will be considered effective when received.

ORP 401 (a) Plan Document Proposed Change

11.18 *Amendment.* The Institution may amend any provisions of this Article XI by submitting a copy of the amendment to each Trustee provided that no such amendment which affects the rights, duties or responsibilities of any Trustee may be made without his or her written consent.

11.19 *Termination.* The Trust shall continue in full force and effect for such time as may be necessary to accomplish the purposes for which it is created. If the Plan is terminated by the Institution, the Trust shall remain in existence until such time as all assets held in the Trust Fund have been distributed in accordance with the terms of the Plan.

11.20 *No Bond.* No original, successor or additional Trustee shall be required to furnish any bond except to the extent required by ERISA and other applicable law.

11.21 *Governing Law.* This Trust shall be construed and enforced according to the laws of the State of domicile of the Institution, and all provisions hereof shall be administered according to the laws of such State except to the extent such laws are superseded by ERISA. The determination that any provision of this Trust is not enforceable in accordance with its terms in a particular jurisdiction shall not affect the validity or enforceability of the remaining provisions of this Trust generally or in any other jurisdiction or as to any other parties, but rather such unenforceable provisions shall be stricken or modified in accordance with such determination only as to such parties and this Trust, as so modified, shall continue to bind the specific parties involved therein and otherwise all other parties in unmodified form.

ORP 401 (a) Plan Document Original Language

11.18   *Amendment.* The Institution may amend any provisions of this Article XI by submitting a copy of the amendment to each Trustee provided that no such amendment which affects the rights, duties or responsibilities of any Trustee may be made without his or her written consent.

11.19   *Termination.* The Trust shall continue in full force and effect for such time as may be necessary to accomplish the purposes for which it is created. If the Plan is terminated by the Institution, the Trust shall remain in existence until such time as all assets held in the Trust Fund have been distributed in accordance with the terms of the Plan.

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BOISE STATE UNIVERSITY

SUBJECT
Property transfer from Board of Regents to the Idaho State Board of Education

REFERENCE

October 2015	Board approved planning and design of Center for Materials Science Research
February 2016	Board approved name Micron Center for Materials Research
August 2017	Board approved construction of Micron Center for Materials Research

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-101, Idaho Code
Section 33-4002, Idaho Code
Idaho State Board of Education Governing Policies & Procedures, Sections V.I.2.c and V.I.5.b.iii

ALIGNMENT WITH STRATEGIC PLAN
Goal 1: A Well Educated Citizenry, Objective A: Access and Objective C: Higher Level of Educational Attainment, Objective D: Quality Education

BACKGROUND/DISCUSSION
In August of 2017, the Idaho State Board of Education (Board) approved Boise State University's (BSU's) request to begin construction of the Micron Center for Materials Research (MCMR). Construction officially began in March 2018 with the abatement and demolition of the former Facilities Operations & Maintenance building. University Drive, Manitou Avenue, Belmont Street, and the vacated portion of Vermont Avenue define the project boundaries (Attachment 1).

BSU is working to consolidate the parcels of land on this lot for permitting purposes as required by the Ada County Highway District and the City of Boise. However, parcel R8048011280, which was deeded to BSU in 1959, is currently held in the name of the Board of Regents of the University of Idaho (UI), rather than the Idaho State Board of Education, thus preventing consolidation. The parcel lies directly under the soon-to-be-constructed MCMR, thus must be consolidated with the other parcels on this block for construction to move forward. The lots cannot be consolidated until all are held in the name of the Idaho State Board of Education.

To move the lot consolidation and MCMR construction forward, BSU's general counsel has drafted a quitclaim deed that, upon execution, will transfer the

property from the Board of Regents to the Board, allowing for contiguous ownership of the project site. Legal counsel for UI and the Board agree that a quitclaim deed is the best solution to effectuate the lot consolidation so the MCMR project can move forward without delay.

IMPACT

Executing the quitclaim deed will enable timely progress of the MCMR project. Delays in execution may hinder permitting with local review agencies and delay the start of construction.

ATTACHMENTS

Attachment 1 – Parcel #R8048011280 Legal Description and Location   Page 3
Attachment 2 – Quitclaim Deed   Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Chet to add comments

BOARD ACTION

I move to approve the execution of the quitclaim deed as presented in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1:

Parcel #R8048011280 - LOTS 23 to 32 INC BLK 12
SOUTH BOISE 1st SUB

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QUITCLAIM DEED

FOR VALUE RECEIVED, the Regents of the University of Idaho, Grantor, does hereby convey, release, remise and forever quitclaim unto the State of Idaho by and through Idaho State Board of Education for Boise State University, whose address is 1910 University Drive, Boise, Idaho 83725, the following described premises, to-wit:

Parcel #R8048011280, LOTS 23 to 32 INC BLK 12, SOUTH BOISE 1st SUB, Ada county.

Together with the appurtenances.

This deed is intended to convey to the Grantee all right, title, and interest of the Grantor in and to said property, now owned or hereafter acquired.

Date_____, 2018 .

_____
Signature, Grantor
Linda Clark EdD, President
Regents of the University of Idaho

STATE OF IDAHO   )
) ss.
County of_____)

On this_____day of_____, 2018, before me, the undersigned, a Notary Public in and for said state, personally appeared _____, known to me to be the person whose name is subscribed to the within instrument, and acknowledged to me that s/he executed the same.

_____
NOTARY PUBLIC for Idaho
Residing at: _____
My Commission Expires: _____

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SUBJECT
Programs and Changes Approved by Executive Director - Quarterly Report

REFERENCE
December 2017   Board received quarterly report.

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

BACKGROUND/DISCUSSION
In accordance with Board Policy III.G.3.c.i. and 4.b, prior to implementation the Executive Director may approve any new, modification, and/or discontinuation of academic or career technical education programs with a financial impact of less than $250,000 per fiscal year.

Consistent with Board Policy III.G.8.a., the Board office is providing a quarterly report of program changes from Idaho's public postsecondary institutions that were approved between December 2017 and March 2018 by the Executive Director.

ATTACHMENTS
Attachment 1 – List of Programs and Changes Approved by the
                 Executive Director   Page 3

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

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Academic Programs
Approved by Executive Director
December 2017 and March 2018

Institution	Program Changes
BSU	New BA, Early Childhood Intervention
BSU	Discontinue Master of Social Work offering in Lewiston
BSU	New Bachelor of Fine Arts in Creative Writing
BSU	New Bachelor of Fine Arts in Narrative Arts
BSU	New BA/BFA in Film and Television Arts
BSU	Discontinue BBA in General Business in Twin Falls
BSU	Discontinue BA in English Technical Communication emphasis
CWI	Discontinue AA, Health, Fitness, Recreation: Athletic Training
ISU	Modification to existing Kasiska Division of Health Sciences • Designate School of Nursing as the College of Nursing • Designate School of Rehabilitation and Communication Sciences as the College of Rehabilitation and Communication Sciences • Designate School of Health Professions as the College of Health Professions • Move programs housed in the Office of Medical and Oral Health to the College of Health Professions. These programs include Dental Hygiene, Dental Sciences, Family Medicine, and Physician Assistant Studies
LCSC	New AS in Marketing
LCSC	New Bachelor of Fine Arts in Creative Writing
LCSC	Instructional Unit Reorganization: • Create School of Liberal Arts & Sciences and house Humanities, Movement & Sport Sciences, Natural Sciences & Mathematics, and Social Science within this School. • Create School of Professional Studies and house Business, Library, Nursing & Health Sciences, and Teacher Education within this School • School of Career & Technical Education (existing unit and renamed) and house Business Technology & Service and Technical & Industrial within this School
UI	New BS, in Statistics

Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
BSU	New Graduate Certificate, Instructional Interventions
BSU	New Undergraduate Certificate and Minor in Data Science for the Liberal Arts
BSU	New Elementary Portuguese and Intermediate Portuguese Certificates

Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
BSU	New Certificate in Sport Coaching
BSU	New Certificate in Sport Innovation & Culture
BSU	New Certificate in Narrative Arts
BSU	New Certificate in Security in Cyber-Physical Systems
BSU	New Minor in Arts Entrepreneurship
BSU	Four new minors in the Department of Geosciences • Hydrology • Geology • Geophysics • Climate Studies
BSU	Five new minors in the Department of Communications • Workplace Communication • Social and Cultural Advocacy • Professional Communication Skills • Journalism • Media Studies
BSU	New minors: • Political Management • Urban Studies and Community Development
BSU	New minors in Department of Theatre, Film and Creative Writing • Film and Television Arts • Creative Writing • Narrative Arts
BSU	Create two emphases in Certification and Leadership and Human Relations in the BA in Elementary Education program
BSU	New General emphasis in the Bachelor of Science in Public Health
BSU	Name changes: • minor in Literature to English Literature • name of Foundational Studies Program to University Foundations Program • name of Bachelor of Science in Health Science Studies to Health Studies • name of General Health Emphasis to General Emphasis in the Bachelor of Science Health Studies degree • name of Environmental and Occupational Emphasis to Environmental and Occupational Health and Safety Emphasis in the Bachelor of Science in Public Health degree • name of Cinema and Digital Media Studies certificate to Digital Media certificate • name of existing General Business Bachelor of Business Administration to Bachelor of Business Administration • name of existing Department of Theatre Arts to Theatre, Film and Creative Writing and to move the existing Master of Fine Arts, Creative Writing program under this department
ISU	Name changes: • BA in Health Education to BA in Community and Public Health • BS in Health Education to BS in Community and Public Health

Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
	• Health Education Non-teaching Minor to Community and Public Health Non-teaching Minor • Health Education Teaching Minor to Community and Public Health Teaching Minor • Existing endorsement, English as a New Language to English as a Second Language • Existing Child and Family Studies to Family and Consumer Sciences
ISU	Change the names of three minors • Rhetoric and Media Affairs to Journalism • Visual Communication to Visual Media • Leadership to Communication
ISU	New Graduate Certificate in Public Health
ISU	Discontinue the Minor in International Commerce
ISU	Discontinue the Political Science emphasis under the BS in Fire Services Administration
ISU	Change the names of two options • Minor in English, Option 1 - General to Literature • Minor in English, Option 2 - Writing to Professional Writing
LCSC	New Leadership Certificate
LCSC	New Certificate in Nursing Management and Leadership
UI	Expand existing BA in English-Professional Writing Emphasis to UI-Coeur d'Alene
UI	Name Changes: • B.S. in Exercise Science and Health to the BS in Exercise, Sport and Health Sciences • Minor in Women's and Gender Studies to Women's, Gender and Sexuality Studies
UI	Program Components changes: In the Child, Family and Consumer Studies Major (B.S.F.C.S.) change options to emphasis and rename emphases: • Option A: Change Child and Youth Development to Child Development and • Family Relations • Option B: Change Family Development and Aging to Family Development • Across the Lifespan • Option C: Change Consumer and Community Development to Personal and • Family Finance
UI	Create new minors: • Agricultural Communications and Leadership • Biotechnology and Plant Genomics • Crop Management
UI	Add an option in Management and Human Resources Major, BS.Bus. called Entrepreneurship and Small Business Management
UI	New certificates: • Create an undergraduate certificate in Trading and Capital Management • Create a graduate certificate in Natural Resources and Environmental Law
UI	Create an emphasis in the Exercise Science and Health major (B.S.E.S.H.) called Community Health Education and Promotion
UI	Create a teaching endorsement in the Secondary Education major (BS.Ed.) called Special Education
UI	Discontinue the following program components: • Option A: Coordinated Program in Dietetics and Option B: Nutrition in the major Family and Consumer Sciences, B.S.F.C.S. ** There will be a single curriculum for the major. • Minor in Manufacturing • Applied-Actuarial Science and Finance option in the major Mathematics, BS • Applied-Statistics option in the major Mathematics, BS

Institution	**Other Program Changes** (Does not require approval but requires notification to OSBE per policy III.G.)
UI	CIP Code Change: (2 items) • CIP code change for the GIS certificate in Geography • CIP code change for existing emphases in the Exercise Science and Health Major B.S.E.S.H.

Career and Technical Education Programs
Approved by Executive Director

Institution	Program Changes
CSI	Administrative Assistant Program • Discontinue AAS degree and replace with the Basic Technical Certificate
CWI	Discontinue Culinary Arts – all options
CWI	Discontinue AAS/ITC, Construction Technology
CWI	Discontinue AAS/ATC, Baking and Pastry Arts
ISU	Add ITC Architectural Drafting option, in the Computer Aided Design Drafting Program
LCSC	Add ITC Packaging Design option in the Business Technology & Service Program
LCSC	New Interdisciplinary Associate of Applied Science degree – allows CTE students to customize a two-year degree plan to help meet academic, professional, career, and personal goals.
NIC	New AAS in Surgical Technology
NIC	New AAS/ATC in Culinary Arts
NIC	New Cybersecurity and Networking/Network Security Administration, AAS, BTC, ITC, ATC

Institution	**Other Program Changes** (Does not require approval but requires notification to OSBE per policy III.G.)
CWI	Change the following program titles: • Network Administration to Network and System Administration • Information Security and Digital Forensics to Cybersecurity • Certified Dental Assisting to Dental Assisting
CEI	Change program title from Office Technology/Office Professional to Administrative Services

SUBJECT

Institution President Approved Alcohol Permits

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Governance/Oversight required through Board policy to assure a safe environment for students conducive to the institutions mission of educating students.

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 February 15, 2017 Board meeting. Since that meeting, Board staff has received twenty-six (26) permits from Boise State University, six (6) permits from Idaho State University, nineteen (19) 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.

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APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY January 2018 – May 2018				
EVENT	**LOCATION**	**Institution Sponsor**	**Outside Sponsor**	**DATE (S)**
Legislative Dinner	Alumni and Friends Center	X		1/23/2018
Fulbright Celebration	Yanke Building	X		1/24/2018
Coldwell Banker Annual Kickoff Event	Stueckle Sky Center		X	1/29/2018
Foundation Board of BAA Board Reception	Alumni and Friends Center	X		1/30/2018
Be Inspired Dinner	Stueckle Sky Center	X		2/10/2018
Jeff Rutherford Memorial Reception	Stueckle Sky Center		X	2/10/2018
State Board of Education Dinner	Stueckle Sky Center		X	2/14/2018
Meeting with All Board Member	Alumni and Friends Center	X		2/20/2018
CEO's for Chambers	Alumni and Friends Center	X		2/20/2018
St. Luke's Ortho/Neuro Admin	Stueckle Sky Center		X	2/23/2018
Founders Club Reception (Boise Philharmonic)	Morrison Center		X	2/24/2018
Broadway in Boise	Morrison Center	X		3/03/2018
Networking Even with Dinner (Geosciences Department)	Alumni and Friends Center	X		3/04/2018
Albertsons Awards Banquet	Stueckle Sky Center		X	3/07/2018
Founders Club Reception	Morrison Center		X	3/10/2018
Barristers Ball	Stueckle Sky Center		X	3/10/2018
Dancing with the Stars	Morrison Center	X		3/15/2018
George Lopez	Morrison Center	X		3/16/2018
Simply Cats – Catsino	Student Union Building		X	3/16/2018
Alumni Association Wine Premier	Alumni and Friends Center	X		3/20/2018
29th annual Idaho Small Business Symposium	Student Union Building		X	3/21/2018
A Chorus Line	Morrison Center	X		4/03/2018

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Venture College Mixer	BODO Room 108A	X		4/05/2018
Roosevelt Spring Fling – PTA Fundraiser	Stueckle Sky Center		X	4/21/2018
Idaho Association of Health Underwriters	Student Union Building		X	5/01/2018
Honorary Doctorate Luncheon	Student Union Building	X		5/05/2018

	APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY February 2018 – March 2018				
EVENT	**LOCATION**	**Institution Sponsor**	**Outside Sponsor**	**DATE (S)**	
COSE Dean Search	POND Little Wood	X		2/20/2018	
COSE Dean Search	POND Little Wood	X		2/22/2018	
COSE Dean Search	POND Salmon River Suite	X		2/26/2018	
COSE Dean Search	POND Wood River	X		3/01/2018	
COSE Dean Search	POND Little Wood	X		3/05/2018	
Lincoln Days	Ballroom Student Union		X	3/24/2018	

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO February 2018 – April 2018				
EVENT	**LOCATION**	**Institution Sponsor**	**Outside Sponsor**	**DATE (S)**
Prichard Biennial Auction	Prichard Art Gallery	X		2/02/2018
Idaho Music Educators Awards Banquet	Commons	X		2/02/2018
Reception for Dean Carr-Cellman	Legacy Pointe	X		2/07/2018
Inspire Idaho Reception	Legacy Pointe	X		2/15/2018
Jazz Festival Reception	2173 E. 6th Street, Moscow	X		2/23/2018
Lionel Hampton Jazz Festival	Kibbie Dome	X		2/24/2018
RMEF Banquet Set Up/Committee Dinner	Bruce Pitman Center		X	3/10/2018
Rocky Mountain Elk Foundation Desert and Live Auction	Bruce Pitman Center		X	3/10/2018
28th Annual Rocky Mountain Elk Foundation Big Game Banquet	Bruce Pitman Center		X	3/10/2018
State of the College of Engineering	Legacy Point Room	X		3/14/2018
FRFS Anniversary Reception & Celebration	Prichard Art Gallery	X		3/20/2018
CAA Advisory Council Reception	Prichard Art Gallery	X		3/29/2018
Alcohol, Agriculture, and the Law	Menard Law Building Foyer	X		3/30/2018
Phi Beta Kappa Initiation	Commons	X		4/03/2018
Barrister's Ball	Bruce Pitman Center	X		4/07/2018
Gouache Painting Event	Prichard Art Gallery	X		4/07/2018
McClure Center Advisory Board Meeting Social	Legacy Pointe	X		4/17/2018
EXPO Deans Reception	Bruce Pitman Center	X		4/26/2018
Idaho Pitch Competition	IRIC Atrium	X		4/27/2018

APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE March 2018 – July 2018				
EVENT	**LOCATION**	**Institution Sponsor**	**Outside Sponsor**	**DATE (S)**
Idaho Environmental Education Conference HappEE Hour	Center for Arts and History		X	3/02/2018
Women's Leadership Conference Evening Social	Center for Arts and History	X		3/09/2018
Closing Reception for Regional Faculty Art & Design Exhibit	Center for Arts and History	X		3/17/2018
IEA Summer Institute Registration/Social	WCC Clearwater & Snake River Conference Room		X	7/24/2018

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IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho State Rehabilitation Council (Council) Membership

REFERENCE

December 2016	Board appointed Robert Atkins to the Council as a representative for business/industry and labor for at term of three years.
April 2017	Board appointed two new members to the Council and re-appointed three current members to the Council.
June 2017	Board appointed Joe Anderson to the Council for three-year term.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.G.
Federal Regulations 34 CFR §361.

ALIGNMENT WITH STRATEGIC PLAN

Governance item; it does not align with the State Board of Education Strategic Plan.

BACKGROUND/DISCUSSION

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

The members of the Council must be appointed by the Governor or, in the case of a State that, under State law, vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Section 33-2303, Idaho code designates the State Board for 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 section 682(a) of the Individuals with Disabilities Education Act;

iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director of or other individual recommended by the Client Assistance Program;

iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an

      ex officio, nonvoting member of the Council if employed by the designated State agency;

    v. At least one representative of community rehabilitation program service providers;

    vi. Four representatives of business, industry, and labor;

    vii. Representatives of disability groups that include a cross section of (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;

    viii. Current or former applicants for, or recipients of, vocational rehabilitation services;

    ix. In a State in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;

    x. At least one representative of the State educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;

    xi. At least one representative of the State workforce investment board; and

    xii. The director of the designated State unit as an ex officio, nonvoting member of the Council.

Additionally, Federal Regulation 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 three (3) nominations and two (2) expirations for Board consideration: Mike Hauser, whose first term ended February 28, 2018 and serves as a representative of Disability Advocacy Groups, would like to serve a second term. Suzette Whiting who represents a vocational rehabilitation counselor is ending her first term as of June 30, 2018; she would like to continue for a second term. Angela Lindig who represents a parent training and information center will be ending her second term on June 30, 2018. The Council would like to nominate Sarah Tueller to fill the vacancy left by Angela Lindig. Lastly, Lori Gentillon, who represents a community rehabilitation program service provider, is ending her second term on the council as of June 30, 2018. At this time there are no nominations for the community rehabilitation program

service provider representative.

IMPACT

The above (3) appointments, and (2) expirations will bring the Council membership to a total of (15) fifteen with one vacancy on the council for a representative of a community rehabilitation program service provider. Minimum composition for the council is 15 members.

ATTACHMENTS

Attachment 1 – Current Council Membership	Page 5
Attachment 2 – Mike Hauser Letter of Interest	Page 6
Attachment 3 – Sarah Tueller Nomination Form	Page 7
Attachment 4 – Suzette Whiting Letter of Interest	Page 8

BOARD ACTION

I move to approve the re-appointment of Mike Hauser to the State Rehabilitation Council as a representative for disability advocacy groups for a second term of three years effective immediately, ending February 28, 2021.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

I move to approve the appointment of Sarah Tueller to the State Rehabilitation Council as a representative for a parent information and training center for a term of three years effective July 1, 2018 ending June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

I move to approve the re-appointment of Suzette Whiting to the State Rehabilitation Council as a representative for a vocational rehabilitation counselor for a second term of three years effective July 1, 2018, ending June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

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Members Shall Represent:	Number of Representatives Required	Name	Term Ends
Former Applicant or Recipient	Minimum 1	Joe Anderson	5/31/2020
Parent Training & Information Center…	Minimum 1	Angela Lindig	6/30/2018
Client Assistant Program	Minimum 1	Dina Flores - Brewer	no end date
VR Counselor	Minimum 1	Suzette Whiting	6/30/2018
Community Rehabilitation Program	Minimum 1	Lori Gentillon	6/30/2018
Business, Industry and Labor	Minimum 4	Lucas Rose	6/30/2020
		vacant	6/30/2017
		Ron Oberleitner	3/31/2020
		Robert Atkins	12/31/2020
Disability Advocacy groups	No minimum or maximum	Molly Sherpa	3/31/2020
		Janice Carson	3/31/2020
		Mike Hauser	2/28/2018
State Independent Living Council	Minimum 1	Mel Leviton	9/30/2018
Department of Education	Minimum 1	Kenrick Lester	6/30/2020
Director of Vocational Rehabilitation	Minimum 1	Jane Donnellan	No end date
Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	No end date
Workforce Development Council	Minimum 1	Gordon Graff	8/31/2018
3/2018 revision date			Total = 16

February 6, 2018

As a person with a disability that impacted my employment options, I received valuable services from IDVR and VA-VR.   These services led to a successful employment outcome in the field of rehabilitation.   Thirty plus years of employment in the Vocational Rehabilitation arena solidified my commitment to services for people with disabilities.   I have personally experienced, as well as witnessed, the long term benefit to individuals and society of being able to work and being productive.   My goal would be to assist the agency in providing the very best individualized client services.

I have been involved on the State Rehabilitation Council as a representative of Disability Advocacy Groups and would like to serve a second term.

Thank you for your consideration.

Mike Hauser

RECEIVED
FEB - 7 2018
IDVR CENTRAL OFFICE

STATE REHABILITATION COUNCIL
NOMINATION FORM

Idaho Division of Vocational Rehabilitation

Nominee's Name: Sarah Tueller

Mailing Address: ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

Home/Cell Phone: ▮▮▮▮▮▮▮▮▮▮ Work Phone: ▮▮▮▮▮▮▮▮▮▮

E-Mail: ▮▮▮▮▮▮▮▮▮▮▮▮▮▮

Please explain why you would like to serve on the State Rehabilitation Council

I am a representative of Idaho's parent training & information center, interested in providing & gaining more information & education surrounding employment, transition to adulthood & services for individuals with developmental, mental & emotional & life altering disabilities throughout our state & regional communities.

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

Name: NICU Family Advisory Council   Term Date: 2007-2010

Name: Employment 1st Consortium   Term Date: _____

Name: _____   Term Date: _____

Name: Regional Early Childhood Committee Chair Region 3   Term Date: 6/2017 - 6/2019

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.

▮▮

RETURN TO:
IDAHO STATE REHABILITATION COUNCIL
ATTN: Membership Chair
650 West State Street, Room 150
P.O. Box 83720
Boise, Idaho 83720-0096

Idaho Division of Vocational Rehabilitation
650 W. State Street, Room 150
Boise, ID 83720
Phone: (208) 334-3390
Fax: (208) 334-5305

March 9, 2018

My name is Suzette Whiting and my primary residence is in Post Falls, Idaho. I have worked as a VR counselor for 13 years for Idaho Vocational Rehabilitation. I have served customers in the Nampa/Caldwell area as a corrections counselor as well as high school students in the Meridian School District in Meridian, Idaho. I moved to the Coeur d'Alene area and continued to serve as a school work counselor for different school districts in the area as well as serving adults on a general caseload.   My experience also includes serving on the SRC Council representing a vocational rehabilitation counselor for the last 3 years.

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SUBJECT

Idaho Indian Education Committee Appointments

REFERENCE

April 14, 2016	The Board approved the appointment of Tomas Puga and reappointments of Selena Grace, Bob Sobotta, and Chris Meyer.
October 20, 2016	The Board approved the appointment of Sharee Anderson, Donna Bollinger, Jessica James-Grant, and Hank McArthur.
June 15, 2017	The Board approved the reappointments of Sharee Anderson and Yolanda Bisbee.
August 10, 2017	The Board approved the appointment of Jason Ostrowski.
October 19, 2017	The Board approved the appointment of Marcus Coby, Tina Strong, and Graydon Stanley.
December 21, 2017	The Board approved the appointment of Gary Aitken.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 1, A Well Educated Citizenry, Objective A: Access; Goal 4 Effective and Efficient Educational System, Objective D, Advocacy and Communication

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 impact 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

The Fort Hall Business Council has forwarded Mr. Ladd Edmo's name for consideration as the tribal chair representative on the Indian Education Committee and has forwarded Mr. Hank McArthur's name for reappointment as

the Bureau of Indian Education School representative on the committee. A Tribal Resolution from the Fort Hall Business Council is provided.

The Shoshone-Paiute Tribe has forwarded Mr. Pete Putra's name for reappointment as the tribal chair designee on the Indian Education Committee. Mr. Putra's term is scheduled to expire on June 30, 2018. A letter of support from the Tribal Chair is provided.

The Nez Perce Tribal Executive Committee has forwarded Mr. Bill Picard's name for reappointment as the tribal chair designee on the Indian Education Committee and has forwarded Ms. Joyce McFarland's name for reappointment as the tribal education department representative on the committee. Both terms are scheduled to expire June 30, 2018. A tribal resolution from the Nez Perce Tribal Executive Committee is provided.

Mr. Jim Anderson is the Vice President for Enrollment Services at Boise State University. He has served on the Indian Education Committee as BSU's representative since 2013. Mr. Anderson's term is scheduled to expire in June 2018 and has expressed interest in continuing his service on the committee.

Mr. Jason Ostrowski is the Dean of Students at the College of Southern Idaho. Mr. Ostrowski will be completing a term vacated by a previous member, which is scheduled to expire June 2018. Mr. Ostrowski has expressed interest in continuing his service on the committee.

IMPACT
The proposed appointments replaces the Shoshone-Bannock Tribes tribal chair/designee representative on the Committee and reappoints six existing members.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS
Mr. Marcus Coby is no longer on the Fort Hall Business Council. Mr. Ladd Edmo has been identified to replace Mr. Coby and serve as the tribal chair designee. If approved, Mr. Edmo would complete Mr. Coby's term, which runs through June 30, 2022.

Board staff recommends approval.

BOARD ACTION

I move to appoint Mr. Ladd Edmo, to serve as the Tribal Chairperson's designee for the Shoshone-Bannock Tribes, effective immediately and expiring June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Mr. Hank McArthur to serve as the Bureau of Indian Education School representative, effective July 1, 2018 and expiring June 30, 2023.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Mr. Pete Putra, to serve as the Tribal Chairperson's designee for the Shoshone-Paiute Tribes, effective July 1, 2018 and expiring June 30, 2023.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Mr. Bill Picard to serve as the Tribal Chairperson's designee and Ms. Joyce McFarland, to serve as the tribal education department representative for the Nez Perce Tribe, effective July 1, 2018 and expiring June 30, 2023.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Mr. Jim Anderson, representing Boise State University, and Mr. Jason Ostrowski, representing the College of Southern Idaho to the Indian Education Committee effective July 1, 2018 and expiring June 30, 2023.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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State Board of Education
Indian Education Committee

Tribal Representatives

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, 2021.

Shawna Daniels is the STEP Program Manager and serves as the Tribal Education Department representative for the Coeur d'Alene Tribe. Term: July 1, 2016 – June 30, 2021.

Gary Aitken, Jr is the tribal chair for the Kootenai Tribe and serves as the tribal chair representative for the Kootenai Tribe.

Vacant – Tribal Education Department representative for the Kootenai Tribe.

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.

Jessica James is the tribal education department representative for the Shoshone-Bannock Tribes. Term: immediately – June 30, 2021.

Pete Putra is the Tribal Administrator and serves as the Tribal Chairperson's designee for the Shoshone-Paiute Tribes. Term: July 1, 2013 – June 30, 2018.

Vacant – Tribal Education Department representative for the Shoshone-Paiute Tribes.

Bureau of Indian Education Representatives

Tina Strong - Bureau of Indian Education school representative. Term: July 1, 2016 – June 30, 2021.

Hank McArthur is the Bureau of Indian Education school representative. Term: immediately – June 30, 2018.

State Board of Education Ex-Officio Representative

Dr. Linda Clark is the President of the State Board of Education and Ex-Officio member of the Indian Education Committee.

Institutions of Higher Education Representatives

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.

Selena Grace is the Interim Vice Provost for Academic Strategy & Institutional Effectiveness at Idaho State University (ISU). Term: July 1, 2016 – June 30, 2021.

Dr. Yolanda Bisbee is the Chief Diversity Officer and Executive Director of Tribal Relations at the University of Idaho (UI). Term: July 1, 2017 – June 30, 2022.

Bob Sobotta, Jr. is the Director of Native American/Minority Student Services at Lewis-Clark State College (LCSC). Term: July 1, 2016 – June 30, 2021.

Jason Ostrowski is the Dean of Students at the College of Southern Idaho (CSI). Term: Immediately – 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.

Dr. Sharee Anderson is the Vice President of Instruction and Student Affairs at College of Eastern Idaho. Term: July 1, 2017 – June 30, 2022.

Graydon Stanley is the Vice President for Student Services at North Idaho College (NIC). Term: July 1, 2017 – June 30, 2022.

RESOLUTION

WHEREAS, the Idaho State Board of Education and the State Department of Education work with the Five Tribes of Idaho and educational stakeholders to maintain and sustain the unique status of American Indians, preserving cultural identity and raising cultural awareness; and

WHEREAS, the Indian Education Board, through building partnerships, increasing Indigenous pedagogical practices, and adopting data driven, evidence-based policies, will work to increase educational attainment of all American Indian Students in Idaho; and

NOW, THEREFORE, BE IT RESOLVED BY THE FORT HALL BUSINESS COUNCIL OF THE SHOSHONE-BANNOCK TRIBES, that the Fort Hall Business Council have delegated the following Tribal Council and staff serve on the State Indian Education Board:

FHBC representative: Ladd Edmo, Council member   **Alternate:** Public Affairs Office   (Yvette Tuell or Randy'L Teton)
K-12 representative: Jessica James, TYEP Manager   **Alternate:** Lori Pahvitse, 477 Director
BIE representative: Hank Edmo-McArthur   **Alternate:** Jonathan Braack, Superintendent/Principal

BE IT FURTHER RESOLVED, that the Chairman or his official designee is authorized to sign the (name of document) and documentation related to the (name document).

Authority for the foregoing resolution is found in the Indian Reorganization Act of June 18, 1934 (48 Stat, 984) as amended, and under Article VI, Section 1 (r) of the Constitution and Bylaws of the Shoshone-Bannock Tribes of the Fort Hall Reservation of Idaho.

Dated this 06th day of March 2018.

Nathan Small, Chairman
Fort Hall Business Council

S E A L

CERTIFICATION

I HEREBY CERTIFY, that the foregoing resolution was passed while a quorum of the Business Council was present by a vote of 4 in favor, 1 absent (LRE), 1 seat vacant, and 1 not voting (NS) on the date this bears.

Daniel L. Stone, Tribal Secretary
Fort Hall Business Council

EDUC/FINC-2018-0191

THE SHOSHONE-PAIUTE TRIBES
OF THE DUCK VALLEY INDIAN RESERVATION
P.O. Box 219 Owyhee, NV 89832
(208) 759-3100
www.shopaitribes.org

RECEIVED
MAY 0 4 2017
STATE OFFICE OF THE
BOARD OF EDUCATION

May 2, 2017

Dr. Christopher Mathias
Chief Academic Officer
Office of the State of Idaho Board of Education
650 West State Street, Room 307
Boise, Idaho 83720-0037

Dear Dr. Mathias:

The Shoshone-Paiute Tribes will be continuing their participation in the Idaho Indian Education Committee with the State of Idaho. We feel this is a vital part of keeping in line with the State of Idaho's educational plans for the future of Indian Education in the State of Idaho.

Pete Putra will be our Idaho Indian Education Committee appointee and Rochelle Thomas will be the alternate for the Shoshone-Paiute Tribes.

If you have any questions or concerns regarding this matter please contact our office (208) 759-3100 ext. 1223. Thank you for this opportunity.

Sincerely,

Ted Howard
Tribal Chairman
Shoshone-Paiute Tribes

xc: Tribal Council
          Administration File
          Rochelle Thomas, Case Manager

NP18-265

RESOLUTION

WHEREAS, the Nez Perce Tribal Executive Committee has been empowered to act for and on behalf of the Nez Perce Tribe, pursuant to the Revised Constitution and By-Laws, adopted by the General Council of the Nez Perce Tribe, on May 6, 1961 and approved by the Acting Commissioner of Indian Affairs on June 27, 1961; and

WHEREAS,   Joyce McFarland was appointed to the State of Idaho Indian Education Committee to serve a three (3) year term as the Nez Perce Tribe's K-12 representative ; and

WHEREAS,   an appointment needs to be made to serve a five (5)-year term; and

WHEREAS,   Joyce McFarland is qualified to retain this position on the State of Idaho Indian Education Committee.

NOW, THEREFORE, BE IT RESOLVED, that the Nez Perce Tribal Executive Committee (NPTEC) hereby appoints Joyce McFarland, to the State of Idaho Indian Education Committee for a five (5)-year term , March 1, 2018 through February 28, 2023, as the Nez Perce Tribe's K-12 representative; and

BE IT FINALLY RESOLVED, that Joyce McFarland will serve on the Idaho Indian Education Committee until replaced by resolution.

CERTIFICATION

The foregoing resolution was duly adopted by the Nez Perce Tribal Executive Committee meeting in Special Session, February 27, 2018 in the Richard A. Halfmoon Council Chambers, Lapwai, Idaho, a quorum of its Members being present and voting.

BY: _____
Casey L. Mitchell, Secretary

ATTEST:

_____
Mary Jane Miles, Chairman

NP18-264

R E S O L U T I O N

WHEREAS, the Nez Perce Tribal Executive Committee has been empowered to act for and on behalf of the Nez Perce Tribe, pursuant to the Revised Constitution and By-Laws, adopted by the General Council of the Nez Perce Tribe, on May 6, 1961 and approved by the Acting Commissioner of Indian Affairs on June 27, 1961; and

WHEREAS, on June 24, 2014, Bill Picard was appointed to the State of Idaho Indian Education Committee by resolution NP14-340 to serve a three (3) year term; and

WHEREAS, an appointment needs to be made to serve a five (5)-year term; and

WHEREAS, Bill Picard is qualified to retain position on the State of Idaho Indian Education Committee.

NOW, THEREFORE, BE IT RESOLVED, that the Nez Perce Tribal Executive Committee (NPTEC) hereby appoints Bill Picard, to the State of Idaho Indian Education Committee for a five (5)-year term , March 1, 2018 through February 28, 2023, with Casey L. Mitchell and Samuel N. Penney to serve as alternates; and

BE IT FINALLY RESOLVED, that Bill Picard will serve on the Idaho Indian Education Committee until replaced by resolution.

C E R T I F I C A T I O N

The foregoing resolution was duly adopted by the Nez Perce Tribal Executive Committee meeting in Special Session, February 27, 2018 in the Richard A. Halfmoon Council Chambers, Lapwai, Idaho, a quorum of its Members being present and voting.

BY: _____
Casey L. Mitchell, Secretary

ATTEST:

_____
Mary Jane Miles, Chairman

B

BOISE STATE UNIVERSITY

STUDENT AFFAIRS AND ENROLLMENT MANAGEMENT

March 13, 2018

Idaho State Board of Education
Indian Education Committee
650 West State Street, 3rd Floor
Boise, ID 83702

Attn: Patty Sanchez, Johanna Jones

Please accept this letter of support for Jim Anderson to continue serving on the Indian Education Committee. Jim's role as the Associate Vice President for Enrollment Services is relevant to the work of this committee and I support his continued involvement as we strengthen our efforts to recruit and retain students from the tribal nations. We are committed to furthering our work and appreciate the opportunity to support these endeavors.

Best,

Leslie Webb, Vice President
Student Affairs & Enrollment Management

![College of Southern Idaho logo] COLLEGE OF SOUTHERN IDAHO

OFFICE OF INSTRUCTION AND ACADEMIC AFFAIRS

208.732.6281 • Fax 208.736.4785

March 15, 2018

Dr. Randall Brumfield
Chief Academic Officer
Office of Idaho State Board of Education
650 W. State Street, Room 307
Boise, ID 83720-0037

Dear Dr. Brumfield:

The College of Southern Idaho will be continuing their participation in and support for the Idaho Indian Education Committee with the State of Idaho. This Committee plays a key role in supporting the education plans for the future of Indian education in the state.

Jason Ostrowski, Dean of Students at CSI is our nominee for appointee to this statewide committee. Jason was hired in August 2016. His contact information is jostrowski@csi.edu or by phone at 208-732-6225. I have attached a brief bio for him, as well.

We look forward to our continued participation. If you have questions or concerns, please contact my office (208)732-6325.

Sincerely,

Todd Schwarz, Ph.D.
Executive Vice President
& Chief Academic Officer

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Boise State University; Proposed Blended Early Childhood Education/Early Childhood Special Education Birth through Grade Three (3) Endorsement Program

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02 – Section 100, Official Vehicle for Approving Teacher Education Programs

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Effective and Efficient Educational System, Objective A: Quality Teaching Workforce

BACKGROUND/DISCUSSION

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Blended Early Childhood Education/Early Childhood Special Education Birth through Grade Three (3) endorsement program proposed by Boise State University (BSU). Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Blended Early Childhood Education/Early Childhood Special Education Standards would be met and/or surpassed through the proposed program.

During its January 2018 meeting, the PSC voted to recommend Conditional Approval of the proposed Blended Early Childhood Education/Early Childhood Special Education Birth through Grade Three (3) endorsement program offered through BSU. With the conditionally approved status, BSU may admit candidates to the Blended Early Childhood Education/ Early Childhood Special Education Birth through Grade Three (3) endorsement program, and will undergo full approval once there are program completers.

IMPACT

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho educator certification, BSU must have all new programs reviewed for Board approval.

ATTACHMENTS

Attachment 1 – BSU Blended Early Childhood Education New
                Program Proposal   Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to conditionally approve the Blended Early Childhood Education/Early Childhood Special Education Birth through Grade Three (3) endorsement program offered through Boise State University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

B

BOISE STATE UNIVERSITY

COLLEGE OF EDUCATION
Department of Early and Special Education

November 17, 2017

To: Idaho Professional Standards Commission

This letter is notification of Boise State University's intent to create a new degree: Early Childhood Intervention, Bachelor of Arts. This degree is aligned with the Idaho Blended Early Childhood/Early Childhood Special Education (birth to third grade) certification.

Currently the Department of Early and Special Education at Boise State offers three Bachelor of Arts degree options that result in institutional recommendation for dual certification. Two of these dual certification programs (as well as a Master in Teaching Program) include an institutional recommendation for the Idaho Blended Early Childhood/Early Childhood Special Education (birth to third grade) certification. Our Blended Early Childhood/Early Childhood Special Education programs were reviewed and approved in 2016.

- Complete documentation for our Blended Early Childhood/Early Childhood Special Education programs, including a description of standards and related program evidence is available here.
- A copy of the completed State Program Approval Rubric showing approval status is available here.

The proposed Early Childhood Intervention BA utilizes the same set of undergraduate courses included in our recently approved programs. A list of the courses included can be found on the comparison of degree requirements across our undergraduate programs that include an institutional recommendation for the Idaho Blended Early Childhood/Early Childhood Special Education certification on the next page.

Given that the proposed Early Childhood Intervention, Bachelor of Arts utilizes existing coursework in our recently approved programs, we are using Idaho Core Teaching Standards for programs reviewed after July 1, 2016 as we did through our recent accreditation (dated November 1, 2013). Along with our existing programs, we will shift to new standards for our next accreditation.

Please let me know if you require any additional information as you consider this proposed Early Childhood Intervention Bachelor of Arts.

Sincerely,

Deb Carter

Deborah Carter, Ph,D., BCBA-D
Professor and Department Chair
Early and Special Education
(208) 426-2804
debcarter@boisestate.edu

1910 University Drive Boise, Idaho 83725-1725
Phone (208) 426-2814   Fax (208) 426-4006   education.boisestate.edu
This letter is an electronic communication from Boise State University

Comparison of Undergraduate Degree Programs Resulting in Institutional Recommendation for Blended ECE/ECSE Birth-Grade 3 Certification

Dual Special Education-Early Childhood Intervention Certification, Bachelor of Arts

Course Number and Title	Credits
ENGL 101 Introduction to College Writing	3
ENGL 102 Intro to College Writing and Research	3
UF 100 Intellectual Foundations	3
UF 200 Civic and Ethical Foundations	3
DLM MATH 257 Geometry and Measurement for Teachers	4
DLN Natural, Physical, & Applied Sciences course with lab	4
DLN Natural, Physical, and Applied Sciences course in a second field	3-4
DLV Visual and Performing Arts	3
DLL Literature and Humanities (ASL 101 rec.)	3-4
DLS ED-CIFS 201 Foundations of Education	3
DLS ED-LLC 200 Cultural Diversity in the School	3
ED-ESP 221 Foundations of Professional Practice: ECE/ECSE	3
ED-ESP 223 Child Growth and Development	3
ED-ESP 250 Exceptionality in the Schools	3
ED-ESP 255 Educational and Assistive Technology	3
ED-ESP 260 Special Education Policies and Procedures	3
ED-ESP 321 Family and Community Relations: ECE/ECSE	3
ED-ESP 322 ECE/ECSE Methods I	3
ED-ESP 326 Natural Environments, Birth to Three: ECE/ECSE	3
ED-ESP 327 EI/ECSE Assessment	3
ED-ESP 328 ECE/ECSE Methods II	3
ED-ESP 329 Behavior Support in Early Childhood or ED-ESP 345 Positive Behavior Intervention and Support	3
ED-ESP 330 Diagnostic Assessment in Special Education	3
ED-ESP 332 Language Arts for Students with Disabilities	3
ED-ESP 333 Mathematics for Students with Disabilities	3
ED-ESP 358 Students with Severe Disabilities	3
ED-ESP 460 Special Education at the Secondary Level	3
ED-ESP 463 Teaching Experience in Preschool Programs: ECE/ECSE	8
ED-ESP 464 Birth to Three Practicum	2
ED-ESP 467 Teaching Experience in Special Education	12
FF ED-ESP 470 Teaching and Reflection	1
ED-LLC 340 Idaho Comprehensive Literacy (ICLA)	4
CID ED-LLC 440 Content Area Language Arts: K-8	3
KINES 305 Adapted Physical Education (recommended) or KINES 355 Elementary School Health & PE Curriculum & Instruction	3
MATH 157 Number and Operations for Teachers	4
Total	120-122

Dual Early Childhood Intervention-Elementary Education Certification, Bachelor of Arts

Course Number and Title	Credits
ENGL 101 Introduction to College Writing	3
ENGL 102 Intro to College Writing and Research	3
UF 100 Intellectual Foundations	3
UF 200 Civic and Ethical Foundations	3
DLM MATH 257 Geometry and Measurement for Teachers	4
DLN Natural, Physical, & Applied Sciences course with lab	4
DLN Natural, Physical, and Applied Sciences course in a second field	3-4
DLV Visual and Performing Arts	3
DLL Literature and Humanities (ASL 101 rec.)	3-4
DLS ED-CIFS 201 Foundations of Education	3
DLS ED-LLC 200 Cultural Diversity in the School	3
ED-CIFS 329 Assessment in Teaching and Learning	3
ED-CIFS 330 Elementary Social Studies Curriculum	3
ED-CIFS 331 Elementary Mathematics Curriculum	3
ED-CIFS 332 Elementary Classroom Learning Environments	3
ED-CIFS 333 Elementary Science Curriculum & Instruction or ENGR 385 Science Methods	3-4
ED-CIFS 459 Teaching Experience in Elementary Education	8
ED-ESP 221 Foundations of Professional Practice: ECE/ECSE	3
ED-ESP 223 Child Growth and Development	3
ED-ESP 250 Exceptionality in the Schools	3
ED-ESP 255 Educational and Assistive Technology	3
ED-ESP 260 Special Education Policies and Procedures	3
ED-ESP 321 Family and Community Relations: ECE/ECSE	3
ED-ESP 322 ECE/ECSE Methods I	3
ED-ESP 326 Natural Environments, Birth to Three: ECE/ECSE	3
ED-ESP 327 EI/ECSE Assessment	3
ED-ESP 328 ECE/ECSE Methods II	3
ED-ESP 329 Behavior Support in Early Childhood	3
ED-ESP 463 Teaching Experience in Preschool Programs	8
ED-ESP 464 Birth to Three Practicum	2
FF ED-ESP 470 Teaching and Reflection	1
ED-LLC 340 Idaho Comprehensive Literacy (ICLA)	4
ED-LLC 345 Writing Process and Assessment	3
CID ED-LLC 440 Content Area Language Arts: K-8	3
MATH 157 Number and Operations for Teachers	4
Electives to total 120	0-1
Total	120-122

Early Childhood Intervention, Bachelor of Arts

Course Number and Title	Credits
ENGL 101 Introduction to College Writing	3
ENGL 102 Intro to College Writing and Research	3
UF 100 Intellectual Foundations	3
UF 200 Civic and Ethical Foundations	3
DLM MATH 257 Geometry and Measurement for Teachers	4
DLN Natural, Physical, & Applied Sciences course with lab	4
DLN Natural, Physical, and Applied Sciences course in a second field	3-4
DLV Visual and Performing Arts	3
DLL Literature and Humanities (ASL 101 recommended)	3-4
DLS ED-CIFS 201 Foundations of Education	3
DLS ED-LLC 200 Cultural Diversity in the School	3
ED-ESP 221 Foundations of Professional Practice: ECE/ECSE	3
ED-ESP 223 Child Growth and Development	3
ED-ESP 250 Exceptionality in the Schools	3
ED-ESP 255 Educational and Assistive Technology	3
ED-ESP 260 Special Education Policies and Procedures	3
ED-ESP 321 Family and Community Relations: ECE/ECSE	3
ED-ESP 322 ECE/ECSE Methods I	3
ED-ESP 326 Natural Environments, Birth to Three: ECE/ECSE	3
ED-ESP 327 EI/ECSE Assessment	3
ED-ESP 328 ECE/ECSE Methods II	3
ED-ESP 329 Behavior Support in Early Childhood	3
ED-ESP 461 Early Childhood Practicum	5
ED-ESP 463 Teaching Experience in Preschool Programs	8
ED-ESP 464 Birth to Three Practicum	2
FF ED-ESP 470 Teaching and Reflection	1
ED-LLC 340 Idaho Comprehensive Literacy (ICLA)	4
ED-LLC 345 Writing Process and Assessment	3
CID ED-LLC 440 Content Area Language Arts: K-8	3
MATH 157 Number and Operations for Teachers	4
Emphasis Area **Special Education Emphasis** ED-ESP 332 Language Arts for Students with Disabilities ED-ESP 333 Mathematics for Students with Disabilities ED-ESP 358 Students with Severe Disabilities **General Education Emphasis** ED-CIFS 330 Elementary Social Studies Curriculum ED-CIFS 331 Elementary Mathematics Curriculum ED-CIFS 333 Elementary Science Curriculum	9
Electives to total 120 credits	14-16
Total	120

- Core early childhood intervention courses highlighted in yellow – these courses are the same in each degree
- One additional practicum experience in early childhood in new Early Childhood Intervention BA highlighted in red

NEW PROGRAM FOR CERTIFICATION REQUEST

Institution: Boise State University   Date of Submission: November 17, 2017

Program Name: Early Childhood Intervention, BA

Certification & Endorsement: Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3

All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.

    Is this a request from an Idaho **public** institution?
        Yes___x___No_____

        If yes, on what date was the Proposal Form submitted to the State Board of Education?___November 2017_____

Section I: Evidence that the program will cover the knowledge and performances outlined in the *Idaho Standards for Initial Certification of Professional School Personnel*.   Pupil Personal Preparation programs will only need to address content specific standards.

The table below includes the overall standards. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the program. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the *Idaho Standards for Initial Certification of Professional School Personnel.*

STANDARD	Enhancement Standards Knowledge & Performance	Coursework All coursework is the same as coursework required in the approved dual certification programs. See detailed standards and evidence tables here.
Standard 1 Knowledge of Subject Matter	The educator knows how young children integrate domains of development (language, cognition, social-emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement).	ED-ESP 326, 328 (same coursework as approved dual certification programs)
	The educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in NAEYC Licensure and DEC Personnel Standards.	ED-ESP 221, 321, 328 (same coursework as approved dual certification programs)
	The educator understands the process of self-regulation that assists young children to identify and cope with emotions.	ED-ESP 221, 326, 329 (same coursework as approved dual certification programs)
	The educator understands language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.	ED-ESP 221, 326, 328 (same coursework as approved dual certification programs)

STANDARD	Enhancement Standards Knowledge & Performance	**Coursework** All coursework is the same as coursework required in the approved dual certification programs. See detailed standards and evidence tables here.
	The educator understands the elements of play and how play assists children in learning.	ED-ESP 221, 326, 327 (same coursework as approved dual certification programs)
	The educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.	ED-ESP 221, 326 (same coursework as approved dual certification programs)
	The educator understands that young children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.	ED-ESP 221, 326, 329 (same coursework as approved dual certification programs)
	The educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, and sleeping).	ED-ESP 221, 326, 328 (same coursework as approved dual certification programs)
	The educator understands the comprehensive nature of children's well being in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.	ED-ESP 221, 321, 328 (same coursework as approved dual certification programs)
	The educator demonstrates the application of theories and educational models in early childhood education and special education practices.	ED-ESP 321, 328 (same coursework as approved dual certification programs)
	The educator applies fundamental knowledge of English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.	ED-ESP 322, 328, Professional Year Assessment (PYA) (same coursework as approved dual certification programs)
Standard 2 **Knowledge of Human Development and Learning**	The educator knows that family systems are inextricably tied to child development.	ED-ESP 221, 321, 328 (same coursework as approved dual certification programs)
	The educator understands the typical and atypical development of infants' and young children's attachments and relationships with primary caregivers.	ED-ESP 326 (same coursework as approved dual certification programs)
	The educator understands how learning occurs and that young children's development influences learning and instructional decisions.	ED-ESP 221, 322, 328 (same coursework as approved dual certification programs)
	The educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.	ED-ESP 326 (same coursework as approved dual certification programs)
	The educator understands the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.	ED-ESP 221, 326 (same coursework as approved dual certification programs)
	The educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.	ED-ESP 326 (same coursework as approved dual certification programs)
	The educator addresses the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.	ED-ESP 221 (same coursework as approved dual certification programs)

STANDARD	Enhancement Standards Knowledge & Performance	**Coursework** All coursework is the same as coursework required in the approved dual certification programs. See detailed standards and evidence tables here.
Standard 3 Adapting Instruction for Individual Needs	The educator knows aspects of medical care for premature development, low birth weight, young children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.	ED-ESP 321, 326 (same coursework as approved dual certification programs)
	The educator understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationships among the child, family, and their environments.	ED-ESP 221, 250, 327 (same coursework as approved dual certification programs)
	The educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.	ED-ESP 221, 328 (same coursework as approved dual certification programs)
	The educator knows how to access information regarding specific children's needs and disability-related issues (e.g. medical, support, and service delivery).	ED-ESP 321 (same coursework as approved dual certification programs)
	The educator locates, uses, and shares information about the methods for the care of young children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.	ED-ESP 326 (same coursework as approved dual certification programs)
Standard 4 Multiple Instructional Strategies	The educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, and transitions).	ED-ESP 322, 328 (same coursework as approved dual certification programs)
	The educator uses developmentally appropriate methods to help young children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry and reflection experiences).	ED-ESP 328 (same coursework as approved dual certification programs)
	The educator uses instructional strategies that support both child-initiated and adult-directed activities.	ED-ESP 328 (same coursework as approved dual certification programs)
Standard 5 Classroom Motivation and Management Skills	The educator understands the importance of routines as a teaching strategy.	ED-ESP 329 (same coursework as approved dual certification programs)
	The educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in young children.	ED-ESP 329 (same coursework as approved dual certification programs)
	The educator understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning and plan implementation for children with disabilities.	ED-ESP 329 (same coursework as approved dual certification programs)
	The educator understands applied behavioral analysis and ethical considerations inherent in behavior management.	ED-ESP 329 (same coursework as approved dual certification programs)
	The educator understands crisis prevention and intervention practices.	ED-ESP 329 (same coursework as approved dual certification programs)

STANDARD	Enhancement Standards Knowledge & Performance	Coursework All coursework is the same as coursework required in the approved dual certification programs. See detailed standards and evidence tables here.
	The educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.	ED-ESP 329 (same coursework as approved dual certification programs)
	The educator promotes opportunities for young children in natural and inclusive settings.	ED-ESP 328 (same coursework as approved dual certification programs)
	The educator embeds learning objectives within everyday routines and activities.	ED-ESP 328 (same coursework as approved dual certification programs)
	The educator creates an accessible learning environment, including the use of assistive technology.	ED-ESP 328, Standard Performance Assessment of Teaching (S-PAT) (same coursework as approved dual certification programs)
	The educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.	Professional Year Assessment (PYA) (same coursework as approved dual certification programs)
	The educator creates an environment that encourages self-advocacy and increased independence.	ED-ESP 221, 326 (same coursework as approved dual certification programs)
	The educator implements the least intrusive and intensive intervention consistent with the needs of children.	Professional Year Assessment (PYA), Standard Performance Assessment of Teaching (S-PAT), Candidate Learning Outcome (SLO) (same coursework as approved dual certification programs)
	The educator conducts functional behavior assessments and develops positive behavior supports.	ED-ESP 329 (same coursework as approved dual certification programs)
Standard 6 Communication Skills	The educator adjusts language and communication strategies for the developmental age and stage of the child.	Professional Year Assessment (PYA) (same coursework as approved dual certification programs)
Standard 7 Instructional Planning Skills	The educator understands theory and research that reflect currently recommended professional practice for working with families and children (from birth through age 2, ages 3-5, and grades K-3).	ED-ESP 221, 326, 327 (same coursework as approved dual certification programs)
	The educator designs meaningful play experiences and integrated learning opportunities for development of young children.	ED-ESP 328, Standard Performance Assessment of Teachers (S-PAT) (same coursework as approved dual certification programs)
	The educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Education Programs (IEP).	ED-ESP 322, 326 (same coursework as approved dual certification programs)
	The educator supports transitions for young children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, and primary programs). The educator analyzes activities and tasks and uses procedures for determining and monitoring children's skill levels and progress.	ED-ESP 326 (same coursework as approved dual certification programs)
	The educator analyzes activities and tasks and uses procedures for determining and monitoring children's skill levels and progress.	ED-ESP 322, 328, Standard Performance Assessment of Teachers (S-PAT) (same coursework as approved dual certification programs)
	The educator evaluates and links children's skill development to that of same age peers.	Standard Performance Assessment of Teachers (S-PAT) (same coursework as approved dual certification programs)

STANDARD	Enhancement Standards Knowledge & Performance	Coursework All coursework is the same as coursework required in the approved dual certification programs. See detailed standards and evidence tables here.
Standard 8 Assessment of Student Learning	The educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.	ED-ESP 327 (same coursework as approved dual certification programs)
	The educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.	ED-ESP 322, 327, 328 (same coursework as approved dual certification programs)
	The educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.	ED-ESP 250, 327 (same coursework as approved dual certification programs)
	The educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.	ED-ESP 250, 327 (same coursework as approved dual certification programs)
	The educator assesses all developmental domains (e.g., social-emotional, fine and gross motor, cognition, communication, and self-help).	ED-ESP 322, 327 (same coursework as approved dual certification programs)
	The educator implements services consistent with procedural safeguards in order to protect the rights and ensure the participation of families and children.	ED-ESP 322, 326 (same coursework as approved dual certification programs)
	The educator collaborates with families and professionals involved in the assessment of children.	ED-ESP 322, 327 (same coursework as approved dual certification programs)
	The educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.	ED-ESP 326, Professional Year Assessment (PYA) (same coursework as approved dual certification programs)
Standard 9 Professional Commitment and Responsibility	The educator understands NAEYC Licensure and DEC Personnel Standards.	ED-ESP 221 (same coursework as approved dual certification programs)
	The educator practices behavior congruent with NAEYC Licensure and DEC Personnel Standards.	ED-ESP 322, 328, Professional Year Assessment (PYA) (same coursework as approved dual certification programs)
Standard 10 Partnerships	The educator knows the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) Code of Ethics.	ED-ESP 221 (same coursework as approved dual certification programs)
	The educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.	ED-ESP 321 (same coursework as approved dual certification programs)
	The educator knows community, state, and national resources available for young children and their families.	ED-ESP 321 (same coursework as approved dual certification programs)
	The educator understands the role and function of the service coordinator and related service professionals in assisting families of young children.	ED-ESP 321, 326 (same coursework as approved dual certification programs)
	The educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).	ED-ESP 327 (same coursework as approved dual certification programs)

STANDARD	Enhancement Standards Knowledge & Performance	Coursework All coursework is the same as coursework required in the approved dual certification programs. See detailed standards and evidence tables here.
	The educator knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and programs as they relate to children with disabilities.	ED-ESP 250, 260 (same coursework as approved dual certification programs)
	The educator understands how to effectively communicate and collaborate with children, parents/guardians, colleagues, and the community in a culturally responsive manner.	ED-ESP 221, 321 (same coursework as approved dual certification programs)
	The educator practices behavior congruent with the NAEYC Code of Ethics and the Division for Early Childhood Code of Ethics.	Professional Year Assessment (PYA) (same coursework as approved dual certification programs)
	The educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, and community) to support the child's development and learning.	ED-ESP 326, Professional Year Assessment (PYA) (same coursework as approved dual certification programs)
	The educator identifies and accesses community, state, and national resources for young children and families.	ED-ESP 326 (same coursework as approved dual certification programs)
	The educator advocates for young children and their families.	ED-ESP 221 (same coursework as approved dual certification programs)
	The educator creates a manageable system to maintain all program and legal records for children.	ED-ESP 322, 328, Professional Year Assessment (PYA) (same coursework as approved dual certification programs)
	The educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.	ED-ESP 322, 327, 328 (same coursework as approved dual certification programs)
	The educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.	ED-ESP 322, 328, Professional Year Assessment (PYA) (same coursework as approved dual certification programs)

Section II: New Program Course Requirements

Please see Comparison of Undergraduate Degree Programs Resulting in Institutional Recommendation for Blended Early Childhood Education/Early Childhood Special Education Birth to Grade 3 document on second page of this pdf file. The far-right column labeled Early Childhood Intervention, Bachelor of Arts includes a list of all degree requirements for the proposed BA in Early Childhood Intervention.

Please also see complete documentation for our Blended Early Childhood Education/Early Childhood Special Education programs, including a description of standards and related program evidence here.

College Chair/Director/Dean (Institution):___*Deb Carter*_____   Date:___11/17/17_____

Graduate Chair/Director/Dean or other official (Institution; as applicable):_____   Date:_____

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT
Emergency Provisional Certificates

REFERENCE

February 2017	Board approved seventeen (17) provisional certificates for the 2016-17 school year.
April 2017	Board approved three (3) provisional certificates for the 2016-17 school year.
June 2017	Board denied one (1) provisional certificate for the 2016-17 school year.
October 2017	Board approved four (4) provisional certificates for the 2017-18 school year.
December 2017	Board approved seventeen (17) provisional certificates for the 2017-18 school year.
February 2018	Board approved seven (7) provisional certificates for the 2017-18 school year.

APPLICABLE STATUTE, RULE, OR POLICY
Sections 33-1201 and 33-1203, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN
Goal 1: A Well Educated Citizenry, Objective A: Access

BACKGROUND/DISCUSSION
Three (3) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a district/charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/ credential, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

Chief Tahgee Elementary Academy #483
Applicant Name: Sowell, Lorinda
Content & Grade Range: All Subjects K-8
Educational Level: BA, Education 12/2013
Declared Emergency: December 19, 2017, Chief Tahgee Elementary Academy Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.
Summary of Recruitment Efforts: This candidate has worked in the district for two years under an alternative authorization. She has been unable to successfully complete the ABCTE testing. The district has opened the position

for the 2018-19 school year, but wishes to keep her in the position for the remainder of the 2017-2018 school year.

PSC Review: The Professional Standards Commission Authorizations Committee met January 26, 2018. The committee recommends Chief Tahgee Elementary Academy's request for Lorinda Sowell without reservation.

Coeur d'Alene School District #271
Applicant Name: Erickson, Bryce
Content & Grade Range: Physical Education K-12
Educational Level: BA, Human Performance & Sports 12/2006
Declared Emergency: November 7, 2017, Coeur d'Alene School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.
Summary of Recruitment Efforts: This candidate is working in the district for their second year. The first year was on an Alternative Authorization with a plan through Lewis-Clark State College (LCSC). The candidate did not take any coursework in the 2017-18 school year and therefore does not meet renewal requirements. Funding has been withheld for this position. The district has a new plan from LCSC and will work with the candidate to meet renewal requirements for 2018-19 school year.
PSC Review: The Professional Standards Commission Authorizations Committee met January 26, 2018. The committee recommends Coeur d'Alene School District's request for Bryce Erickson without reservation.

Middleton School District #134
Applicant Name: Warner, Jana
Content & Grade Range: Social Studies 6-12
Educational Level: BA, Multidisciplinary Studies 12/2015
Declared Emergency: December 11, 2017, Middleton School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.
Summary of Recruitment Efforts: Middleton School District terminated a teacher. Ms. Warner was employed in the district and was reassigned while the position was posted. The courses began 10/4/17 and will not go into the second semester if a suitable candidate is found.
PSC Review: The Professional Standards Commission Authorizations Committee met January 26, 2018. The committee recommends Middleton School District's request for Jana Warner without reservation.

IMPACT
If the emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position and funding could be impacted.

STAFF COMMENTS AND RECOMMENDATIONS
Pursuant to Section 33-1201, Idaho Code "every person who is employed to serve in any elementary or secondary school in the capacity of teacher,

supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education…." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in occupational fields or emergency situations. When an emergency is declared, the Board is authorized to grant one-year provisional certificates based on not less than two (2) years of college training. The two year minimum requirement could be interpreted to mean the individual has attended a postsecondary institution without regard to the number of credits taken each year, however, the intent of the two year requirement is that the individual attended full time for two or more years. The Board defines a full time student as a student taking 12 or credits (or equivalent) per semester pursuant to Board policy III.P.7. Full-Time Students.

Section 33-512, Idaho Code, defines substitute teachers as "as any individual who temporarily replaces a certificated classroom educator…" Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts may use an individual as a long-term substitute prior to requesting provisional certification for the individual.

The Department receives applications from the school districts for requests for provisional certifications, Department staff then work with the school districts to ensure the applications are complete. The Professional Standards Commission then reviews requests for the one-year provisional certificates, and those that are complete and meet the minimum requirements are then brought forward by the Department to the Board for consideration with a recommendation from the Professional Standards Commission.

BOARD ACTION

I move to approve a one-year emergency provisional certificate for Lorinda Sowell to teach All Subjects grades kindergarten through eight (8) in the Chief Tahgee Elementary Academy #483 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Bryce Erickson to serve as Physical Education Teacher grades kindergarten through twelve (12) in the Coeur d'Alene School District #271 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Jana Warner to teach Social Studies grades six (6) through twelve (12) in the Middleton School District #134 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Appointments to the Professional Standards Commission

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Effective and Efficient Educational System; Objective A: Quality Teaching Workforce

BACKGROUND/DISCUSSION

Idaho Statute Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (PSC). The Commission consists of eighteen (18) members including one (1) from the State Department of Education and one (1) from the Division of Career Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. The Idaho Association of School Superintendents, the Idaho Association of Secondary School Principals, the Idaho Association of Elementary School Principals, the Idaho School Boards Association, the Idaho Association of Special Education Administrators, the education departments of private colleges, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

Nominations were sought for the positions from the Idaho Association of Colleges for Teacher Education, the Idaho Education Association, Northwest Professional Educators, the Idaho Indian Education Committee, and the Idaho Association of Secondary School Principals. Resumes for interested individuals are attached.

Career Technical Education:
- Kristi Enger (reappointment)

Elementary School Principal:
- Dr. Elisa Saffle (reappointment), Idaho Association of Elementary School Principals

School Board Member:
- Margaret Chipman, Weiser School District (reappointment), Idaho School Boards Association

- Karen Echeverria, Idaho School Boards Association
- Quinn Perry, Idaho School Boards Association
- Matthew Broncho, Idaho Indian Education Committee

Private Higher Education:
- Terah Moore, College of Idaho, Idaho Association of the Colleges of Teacher Education
- LoriAnn Sanchez, Northwest Nazarene University, Idaho Association of the Colleges of Teacher Education
- Scott Gardner, BYU Idaho, Idaho Association of the Colleges of Teacher Education

Exceptional Child Teacher:
- Marianne Sletteland, Potlatch School District, Idaho Education Association
- Christine Kaufman, Lewiston School District, Idaho Education Association
- Jason Stucki, American Falls School District, Idaho Education Association
- Melanie Redwater, Blackfoot School District, Idaho Indian Education Committee

Classroom Teacher:
- Topher Wallaert (elementary school teacher), Mountain Home School District (reappointment), Idaho Education Association
- Angela Gillman (elementary school teacher), Idaho Falls School District, Idaho Education Association
- Kristin Burns (elementary school teacher), St. Maries School District, Idaho Education Association
- Paul Collins (elementary school teacher), Moscow Charter School, Northwest Professional Educators
- Vanessa Hylton (elementary school teacher), Moscow Charter School, Northwest Professional Educators
- Kelly Jo Fisk (elementary school teacher), Blackfoot Charter School, Northwest Professional Educators
- Iris Chimburas (elementary school teacher), Lapwai School District, Idaho Indian Education Committee
- Sheila Hewett (elementary school teacher), Lapwai School District, Idaho Indian Education Committee

STAFF COMMENTS AND RECOMMENDATIONS

At the June 2016 Board meeting the Board discussed the importance of representation on various state level committees by representatives of Idaho's underserved populations. It was determined at that time that the Department would amend its practices for seeking nominations for positions on the Professional Standards Commission. The new practice would include reaching out not only to the identified stakeholder groups, but to also other education community groups to allow individuals who are not connected to the standard

chains of communications the opportunity to apply or submit nominations for positions that may be opening up, whether they were due to terms expiring or from member resignations. The nominations provided include four nominations across three positions from the Board's Indian Education Committee in accordance with this change.

Pursuant to Section 33-1252(2), Idaho Code, "Except for the member from the staff of the State Department of Education, and the member from the staff of the Division of Career Technical Education, three (3) nominees for each position on the commission shall be submitted to the State Superintendent of Public Instruction, for the consideration of the State Board of Education. Any state organization of teachers whose membership is open to all certificated teachers in the state may submit nominees for positions to be held by classroom teachers; the Idaho association of school superintendents may submit nominees for one (1) position, the Idaho association of secondary school principals may submit nominees for one (1) position; the Idaho association of elementary school principals may submit nominees for one (1) position; the Idaho school boards association may submit nominees for one (1) position; the Idaho association of special education administrators may submit nominees for one (1) position; the education departments of the private colleges of the state may submit nominees for one (1) position, the community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position." At this time only one nomination is being provided for the Elementary School Position, the nomination is for a reappointment.

Additionally, Section 33-1252, Idaho Code requires not less than seven (7) member be certificated classroom teachers in the public schools system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. While not required, historical practice has been to identify whether a teacher serving on the commission is an elementary or secondary school teacher to assure a balance in the representation on the Commission.

ATTACHMENTS

BOARD ACTION

I move to reappoint Kristi Enger as a member of the Professional Standards Commission for a three-year term beginning July 1, 2018, and ending June 30, 2021, representing Career Technical Education.

Moved by _____ Seconded by _____ Carried: Yes _____ No _____

I move to reappoint Dr. Elisa Saffle as a member of the Professional Standards Commission for a three-year term beginning July 1, 2018, and ending June 30, 2021, representing Elementary School Principals.

Moved by _____ Seconded by _____ Carried: Yes _____ No _____

I move to reappoint Margaret Chipman as a member of the Professional Standards Commission for a three-year term beginning July 1, 2018, and ending June 30, 2021, representing School Board Members.

Moved by _____ Seconded by _____ Carried: Yes _____ No _____

I move to appoint Terah Moore as a member of the Professional Standards Commission for a three-year term beginning July 1, 2018, and ending June 30, 2021, representing Private Higher Education.

Moved by _____ Seconded by _____ Carried: Yes _____ No _____

I move to appoint Marianne Sletteland as a member of the Professional Standards Commission for a three-year term beginning July 1, 2018, and ending June 30, 2019, representing Exceptional Child Education.

Moved by _____ Seconded by _____ Carried: Yes _____   No _____

I move to reappoint Topher Wallaert as a member of the Professional Standards Commission for a three-year term effective July 1, 2018, and ending June 30, 2021, representing Public School Classroom Teachers.

Moved by _____ Seconded by _____ Carried: Yes _____   No _____

I move to appoint Iris Chimburas as a member of the Professional Standards Commission for a three-year term effective July 1, 2018, and ending June 30, 2021, representing Public School Classroom Teachers.

Moved by _____ Seconded by _____ Carried: Yes _____   No _____

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Professional Standards Commission Members 2017-2018

Clara Allred
Special Education Administrator
Twin Falls SD #411
Term expires 06/30/2020
Nominated by: Idaho Association of Special
Education Administrators

Margaret Chipman
School Board Member
Weiser SD #431
Term expires 06/30/2018
Nominated by: Idaho School Boards Association

Steve Copmann
Secondary School Principal
Cassia County SD #151
Term expires 06/30/2019
Nominated by: Idaho Association of Secondary
School Principals

Kathy Davis
Secondary Classroom Teacher
St. Maries Joint SD #041
Term expires 06/30/2019
Nominated by: Idaho Education Association

Kristi Enger
Division of Career Technical Education
Term expires 06/30/2018

Mark Gorton
Secondary Classroom Teacher
Lakeland Joint SD #272
Term expires 06/30/2019
Nominated by: Northwest Professional Educators

Dana Johnson
Private Higher Education
Brigham Young University-Idaho
Term expires 06/30/2018
Nominated by: Idaho Association of the Colleges
of Teacher Education

Pete Koehler
Department of Education

Marjean McConnell
School Superintendent
Bonneville Joint SD #093
Term expires 06/30/2019
Nominated by: Idaho School Superintendents
Association

Charlotte McKinney
Secondary Classroom Teacher
Mountain View SD #244
Term expires 06/30/2020
Nominated by: Idaho Education Association

Dr. Taylor Raney
Public Higher Education
University of Idaho
Term expires 06/30/2019
Nominated by: Idaho Association of the Colleges
of Teacher Education

Dr. Tony Roark
Public Higher Education-Letters and Sciences
Boise State University
Term expires 06/30/2019
Nominated by: Idaho Association of the Colleges
of Teacher Education

Dr. Elisa Saffle
Elementary School Principal
Bonneville Joint SD #093
Term expires 06/30/2018
Nominated by: Idaho Association of Elementary
School Principals

Dr. Jennifer Snow
Public Higher Education
Boise State University
Term expires 06/30/2020
Nominated by: Idaho Association of the Colleges
of Teacher Education

Topher Wallaert
Elementary Classroom Teacher
Mountain Home SD #193
Term expires 06/30/2018
Nominated by: Idaho Education Association

Virginia Welton
Exceptional Child Education
Coeur d'Alene SD #271
Term expires 06/30/2019
Nominated by: Northwest Professional Educators

Mike Wilkinson
School Counselor
Twin Falls SD #411
Term expires 06/30/2019
Nominated by: Idaho Education Association

Kim Zeydel
Secondary Classroom Teacher
West Ada SD #2
Term expires 06/30/2018
Nominated by: Northwest Professional Educators

From:	Dwight Johnson
To:	Danielle Rumsey
Cc:	Kristi Enger; Steve Rayborn
Subject:	RE: PSC Nomination Information
Date:	Tuesday, March 6, 2018 10:34:54 AM
Attachments:	image002.png
Importance:	High

Danielle,

Thank you for your email. Yes, we are pleased to support the reappointment of Kristi Enger to continue to serve on the Professional Standards Commission. Please let me know if you need any additional information from us.

Best!

Dwight

Dwight A. Johnson
State Administrator
P: 208.429-5501 C: 208.841-8833

We prepare Idaho's youth and adults for high-skill, in-demand careers.

From: Danielle Rumsey [mailto:drumsey@sde.idaho.gov]
Sent: Monday, March 05, 2018 12:31 PM
To: Dwight Johnson <Dwight.Johnson@cte.idaho.gov>
Subject: PSC Nomination Information

Good afternoon Mr. Johnson:

I'm just following up with you to verify the reappointment of Kristi Enger to the Professional Standards Commission, or of a new nomination. We are currently working on getting the nomination information prepared to be an agenda item for the State Board of Education's April meeting, and would like the information at your earliest convenience. An email confirmation would perfectly suffice.

Please let me know if you have any questions.

Kind regards,

Danielle Renee' Rumsey

Danielle Rumsey | Administrative Assistant | Certification & Professional Standards

Kristi A. Enger

2258 N Morello Avenue • Meridian, Idaho 83646 • Phone: 208-794-0239 • kenger@cableone.net

Objective: Combine my strengths as an educational leader, professional-technical program coordinator, counselor, and business educator in providing statewide leadership for professional-technical education as secondary coordinator.

Recent Professional Honors and Activities

Leadership In Career Development Award *(Idaho Career Information System), 2010*
National Leadership Cadre *(OVAE School Counseling State Consortium, 1 of 8 states), 2006*

Professional Experience

IDAHO DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION – Boise, Idaho
State of Idaho education agency responsible for programs leading to less than a Baccalaureate degree
Secondary Coordinator; Career Guidance Coordinator; IOT & Marketing Education Program Manager, 6/2005 to Present

Coordinate career guidance grades 7-16 statewide to support professional-technical programs and access for all students, including special populations. Manage individualized occupational training and marketing education programs toward the Division's quality initiative. Coordinate programs associated with the *High Schools That Work* school reform model. Represent the Division as a superintendents' liaison.

Selected Accomplishments:

● Provide technical assistance to the field at the secondary and postsecondary levels in the areas of career guidance, student learning plans, work-based learning, single parent/displaced homemaker and other special populations, and marketing education.

● Provide technical assistance to the field with regard to questions related to Perkins, and other state and federal legislation.

● Facilitate various groups of internal and external stakeholders in generating quality products and program direction such as:

  o Resource development for Idaho grades 7-12 based on direction provided by postsecondary technical college Curriculum development for the Idaho School Counseling Model and IOT

  o Curriculum development related to the American Careers Student Planner and Idaho Career Planning Guide

  o Career Pioneer Network implementation in response to Perkins IV and Idaho's low nontraditional field measures of enrollment and completion at the secondary and postsecondary levels.

● Administer and provide technical assistance to the Centers for New Directions.

● Communicate regularly with the field through various means, including two e-Newsletters—*Career Connection*, and *Diamond Points*.

● Define professional development needs and develop learning opportunities for grades 7-20 counselors, work-based learning coordinators, marketing education instructors, and other educational personnel.

● Network with educational and industry professionals throughout Idaho in an effort to promote professional-technical education, access for all, and career pathway education and employment.

GLENNS FERRY SCHOOL DISTRICT NO. 192 – Glenns Ferry, Idaho
Local education agency
High School Principal, 6/1999 to 6/2005

Supervised instruction and provided educational leadership to a staff of 32 certificated and classified staff in academic, co-curricular, and extracurricular activities. Served as district professional-technical online administrator, district curriculum coordinator, and K-12 summer school administrator

Selected Accomplishments:

● Coordinated district curriculum writing in English and mathematics.

● Authored successful Title I CSR Grant to assist in implementing *High Schools That Work* systemic school reform and provided collaborative leadership to involve all staff in improving student achievement.

● Administered high school general budget and special project funds, and Associated Student Body funds as district's assistant treasurer.

THREE FORKS SCHOOL DISTRICT – Three Forks, Montana
Local education agency
K-6 Counselor, Drug-Free Schools Coordinator, Technology Coordinator, 8/1995 to 5/1999
Secured resources and implemented K-6 guidance curriculum. Established and maintained collaborative relationships with instructional staff, students, and parents toward facilitating student success. Facilitated district-wide technology implementation, growth, and maintenance.

Selected Accomplishments:

- Provided individual, group and family counseling as requested/identified.
- Established *Sidekick* mentoring program (K-12) in collaboration with Big Brothers Big Sisters, and secured grant funding to establish *Bridging the Gap* after-school program.

WILLOW CREEK SCHOOL DISTRICT – Willow Creek, Montana
Local education agency
K-12 Counselor, Drug-Free Schools Coordinator, Title I Coordinator, 8/1995 to 5/1999

Selected Accomplishments:

- Administered Title I program in cooperation with Title I staff.
- Established electronic student database.

POPLAR PUBLIC SCHOOL DISTRICT – Poplar, Montana
Local education agency
High School Counselor, 6/1991 to 5/1995

Selected Accomplishments:

- Established crisis intervention management plan and trained staff in same.
- Developed and implemented counseling curriculum, K-12.

Business Education Instructor, 8/1987 to 5/1991
Selected Accomplishments:

- Designed, maintained, and upgraded PC-compatible lab.
- Implemented student store as authentic, project-based, learning laboratory.

Professional Memberships

American School Counseling Association, Idaho Counseling Association, Idaho School Counseling Association
Association for Career and Technical Education, Career and Technical Educators of Idaho
Idaho Career Guidance Association, Idaho Career Development Association

Education

MONTANA STATE UNIVERSITY – Bozeman, Montana
Administrative Endorsement, Educational Leadership, 8/1998

MONTANA STATE UNIVERSITY – Bozeman, Montana
Masters of Education, 8/1994

- Major: Guidance and Counseling | Graduated with highest honors

MONTANA STATE UNIVERSITY – Bozeman, Montana
Bachelor of Science, 3/1986

- Major: Business Education/Office Systems | Minor: Business Management | Graduated with highest honors

<u>Elisa S. Saffle</u>

5455 Denning Ave., Iona, Idaho 83427

208-244-2757   elisasaffle@gmail.com

EDUCATION:
    Educational Specialist Educational Administration: Idaho State University, Pocatello, Idaho
        May 2009
    Master of Education Educational Administration: Idaho State University, Pocatello, Idaho
        December 2008
    Master of Education Curriculum and Instruction – Mathematics Specialist: Kent State University, Kent, Ohio
        August 2000
    Bachelor of Arts in Mathematics – Secondary Teaching Certification: Malone College, Canton, Ohio
        May 1995

CERTIFICATION:
    Idaho: Superintendent Pre K – 12, School Principal Pre K – 12, Mathematics 6 – 12

EXPERIENCE:
Bonneville Joint School District #93, Idaho Falls, Idaho
    Elementary School Principal: June 2013 to present – Hillview Elementary School
- Ensured implementation of professional learning communities focusing on student learning and growth.
- Responsible for making discipline decisions for prevention and consequences.
- Provided all certified and classified employee evaluations.
- Completed walk-throughs for snapshots of teacher effectiveness.
- Prepared professional development plans with teachers.
- Collaborated with parents for family activities, fundraisers, volunteers, and school needs.
- Responsible for school finances and budgeting.

    High School Assistant Principal: July 2009 to June 2013 – Hillcrest High School
- Responsible for making discipline decisions for prevention and consequences.
- Provided teacher evaluations for the mathematics, physical education, and fine arts departments.
- Completed walk-throughs for snapshots of teacher effectiveness.
- Organized the school accreditation process and site visit with the Northwest Accreditation Commission.
- Scheduled teachers for extra supervision responsibilities.
- Supervised athletic, extra-curricular, and co-curricular events.
- Contributed to the planning and development of the master schedule.
- Helped organize the high school course description book.
- Served as member of the district calendar committee.
- Supervised school clubs.

Idaho Falls School District #91, Idaho Falls, Idaho
    Coordinator of Staff Development: July 2008 to June 2009
- Managed part of the district Federal Title II funds to facilitate professional learning.
- Responsible for scheduling, designing, and teaching graduate level continuing education courses.
- Organized and executed the *Whole Child, Whole Teacher* conference for over 800 educators.
- Planned and carried out new teacher induction and monthly academies to train and retain new teachers.
- Led the mentoring and professional development committees.

    Coordinator of Assessment and Program Evaluation: June 2007 to June 2008 (interim position)
- Responsible for implementing federal and state mandated K-12 assessments.
- Supervised the district ISAT (Idaho Standards Achievement Test) Coordinator.
- Collaborated with Directors of Elementary and Secondary and Coordinator of Curriculum and Professional Development on assessment, curriculum, and professional development projects.
- Communicated regularly with the State Department of Education and the Office of the State Board of Education for clarification and compliance issues.
- Trained and supervised the Idaho Reading Indicator (IRI) proctors.
- Analyzed national, state, and local data for instructional and curricular decision-making.

Math Curriculum Specialist: June 2004 to June 2007
- Responsible for the mathematics curriculum needs of the district including in-service opportunities, trainings, updating assessments, and alignment of mathematics curriculum.

Junior High School Math Teacher: August 2000 to August 2006 – Clair E. Gale Jr. High School
- Taught ninth grade Geometry and Algebra and seventh grade Pre-Algebra.

ACT Preparation Teacher: October 2003 to May 2004 – Community Education Program
- Prepared high school students for the English, Mathematics, Reading, and Science ACT Tests.

North Olmsted City Schools, North Olmsted, Ohio
High School Math Teacher: North Olmsted High School, North Olmsted, Ohio.
August 1997 to August 1999.

Lakeland Community College, Kirtland, Ohio
Part-time Instructor: April 1996 to June 1996 – Math 094

Other Teaching Experience
Continuing Education Graduate Courses:
- The Core Six Essential Teaching Strategies – Teaching Strategies for Common Core Implementation
- Tools for Teaching – Discipline, Instruction, and Motivation
- Responsive Teaching – Instructional Strategies for the Differentiated Classroom
- Sheltered Instruction Observation Protocol (SIOP) I – Introduction to the Eight Components
- Sheltered Instruction Observation Protocol (SIOP) II
- New Teacher Induction
- New Teacher Academy
- Teacher Academy
- Mathematics Academy – Focus on Remediation
- Mathematics Academy – Focus on Differentiation

Workshops and Seminars:
- Questioning Strategies
- Writing Content and Language Objectives
- Closing the Achievement Gap
- 9 Strategies of Classroom Instruction that Works
- Understanding and Using Assessment Data
- Engaging Students
- Grouping and Interaction

Long-term Substitute Teacher: November 1996 to June 1997 – Greene Middle School, Smithville, Ohio, August 1996 to November 1996 – Wooster High School, Wooster, Ohio, November 1999 to June 1999 – Fox Hollow Elementary School, Idaho Falls, Idaho

Substitute Teacher: September 1995 to June1996 – Fairport Harbor, Painesville City and Township, Ohio

Summer School Teacher: July 1996, June 1995 to July 1995 – Painesville Township, Ohio, June 2001 to June 2003 – Idaho Falls, Idaho

Math Proficiency Preparation Tutor: October 1995 and February 1996 – Fairport, Ohio.

ORGANIZATIONS AND ACTIVITIES:
Project Leadership
Idaho LEADS
Association for Supervision and Curriculum Development (ASCD)
Delta Kappa Gamma – Honor Society of Women Educators
Idaho Association of School Administrators (IASA)
Idaho Association of Elementary School Principals (IAESP)
National Association of Elementary School Principals (NAESP)
Idaho Association of Secondary School Principals (IASSP)
National Association of Secondary School Principals (NASSP)
Coordinator of Idaho Association of Student Council (IASC) Region V/IV Conference 2010

ISBA
IDAHO
School Boards Association

February 28, 2018

Members of the Idaho State Board of Education
c/o Lisa Colón Durham
Professional Standards Commission
PO Box 83720
Boise, ID 83720-0027

Re: Appointment to the Professional Standards Commission

Dear State Board of Education Members:

Thank you for the opportunity to present three names for your consideration for the Idaho School Board Association appointment to the Idaho Professional Standards Commission.

Though we have three names to submit, the ISBA would ask for your consideration of our first choice, Margaret Chipman. The three names being submitted are:

Margaret Gail Felton Chipman
Karen Echeverria
Quinn Perry

It is our understanding that you will make this decision at your April meeting. If the candidates or I need to be present, please advise us at your earliest convenience.

Thank you again for your consideration.

Sincerely,

Karen Echeverria

Karen L. Echeverria
Executive Director

Enclosures:
1.   Letter and resume for Margaret Chipman;
2.   Letter and resume for Karen Echeverria; and
3.   Letter and resume for Quinn Perry

"Board Member Leadership for Excellence in Idaho Public Education"

199 N. Capitol Ave., Suite 500, Boise, ID 83702 • P.O. Box 9797, Boise, ID 83707 • Phone: 208-854-1476 • Fax 208-854-1480 • www.idsba.org

CONSENT - SDE   TAB 10 Page 14

Margaret Felton Chipman
315 McGinnis Dr.
Weiser, ID 83672
208.549.5363

February 28, 2018

State Board of Education Members
State Board of Education
P.O. Box 83720
Boise, ID 83720-0037

State Board of Education Members:

Thank you for considering my application for the Professional Standards Commission.

Having filled the balance of Anne Ritter's term, and served one term of my own, I believe I am aptly qualified to continue in this position and represent school board members around the state and the Idaho School Boards Association (ISBA). I am currently serving as Vice-Chair of the Profession Standards Commission and on its Executive Committee.

As you can see from my resume, I have 26 years of experience as a school board member and I am also very active in my local community. I understand the time commitment involved and am able to fulfill that requirement.

I feel I would be a valuable member of the Committee and look forward to serving.

Thank you for your time in considering my resume.

Respectfully,

Margaret Chipman

MARGARET GAIL FELTON CHIPMAN

<u>Position Applied For:</u> Professional Standards Commission

<u>Professional Standards Commission</u>

- Member of Executive Committee and Current Vice-Chair

<u>School Board Work:</u>

- 26 Year Member and Vice-Chair —Weiser School District #431 Board of Trustees
- Member and current Immediate Past President —Idaho School Boards Association (ISBA) Executive Board
- Member of the ISBA Governmental Affairs Committee
- Member of the ISBA Finance and Audit Committee
- Chair of the ISBA Fiscal Advisory Committee

<u>Community Activities:</u>

- Former Member and Vice-Chair —Idaho Oil and Gas Conservation Commission
- Member Chapter CO, PEO—promotes education for women – serving as Treasurer
- Member Shamrock Club—raises funds to restore and maintain historic Jeffrey's School in Weiser – serving as Treasurer
- Former member—Weiser Memorial Hospital Foundation Board
- Former chairman and precinct committeeman—Washington County Republican Party Central Committee
- Member, Vandal Scholarship Fund National Board

<u>Work Experience:</u>

- Certified Pharmacy Technician at ParkVu Pharmacy and BiMart Pharmacy in Weiser, ID—8 years
- Licensed Practical Nurse for Weiser Memorial Hospital and Dr. Phillip Krueger—10 years
- Co-owner of family cattle feeding and ranching business—40 years

<u>Education:</u>

- Graduated Cum Laude with BS (Business) from U of I in 1967
- Received LPN Certificate from TVCC in 1992

IDAHO SBA
School Boards Association

February 28, 2018

Professional Standards Commission
State Department of Education
PO Box 83720
Boise, ID 83720-0027

Dear State Board of Education Members:

Thank you for the opportunity for considering my application for the Professional Standards Commission (PSC).

As you can see by my enclosed resume, I have the experience to serve on the PSC. I have been the Executive Director at the Idaho School Boards Association (ISBA) for over ten years. My time at ISBA gave me the knowledge of the different types of issues that school districts and charter schools can face, whether it be a large district or a small rural district.

I would be a great asset to the PSC. Thank you for taking the time to consider my application.

Sincerely,

Karen Echeverria

Karen Echeverria
Executive Director

Enclosure

"Board Member Leadership for Excellence in Idaho Public Education"

Karen L. Echeverria
6023 Hazelbrook Lane
Boise, ID 83714
(208) 323-8149 home; (208) 890-6506 cell

WORK EXPERIENCE

November 2007 to Present – Executive Director, Idaho School Boards Association, 222 North 13th, Boise, Idaho 83707-4797

The Idaho School Boards Association represents 560 school board trustees in Idaho as well as board members of several charter schools in the state. ISBA provides leadership and services to local school boards for the benefit of students and for the advocacy of public education

Primary Responsibilities:
- Serve as Chief Executive Officer
- Make all major administrative decisions
- Assist the ISBA President in planning and organizing governance meetings
- Serve as advisor to the ISBA Executive Board
- Serve as chief of staff
- Serve as fiduciary agent to the ISBA Executive Board
- Provide organizational leadership by promoting the Association and public education
- Serve as chief spokesperson for the Association
- Advocate organizational positions before the public, the legislature, other governmental agencies, and external organizations
- Provide governance leadership by providing advise at the Annual Business Meeting of the Association
- Appointed to serve on numerous education committees
- Promote membership involvement at the local, state, and national levels of the Association

November 2003 to November 2007 – Chief Administrative and Governmental Affairs Officer, Idaho State Board of Education, 650 West State Street, Boise, Idaho 83720-0037

Promoted to Deputy Director in June 2006

Hired as the Planning, Policy, and Governmental Affairs Officer in November 2003, promoted to Chief Administrative and Governmental Affairs Officer November 2006

The State Board of Education oversees all education - K-20 - in Idaho. I am employed to oversee all administrative functions of the office, including employee oversight and staffing, day-to-day operations, contract oversight, and liaison to the colleges, universities, and other state agencies under the authority of the Board. I am also the Board's liaison to all 105 state legislators and the main contact with all other governmental agencies. My responsibilities also include oversight of strategic planning, bi-monthly Board meeting agendas, and policy research.

Primary Responsibilities:
Administrative
- Daily oversight of 23 person staff, including all human resource issues - employee training, discipline, and yearly reviews to establish objectives and goals.
- Oversee day-to-day office procedures and work process including support staff functions - job assignments, telephone, mail, and front desk coverage.
- Negotiate job classifications, employee salaries, increases, and bonuses.
- Review and approve all contracts granted to outside vendors.
- Review and approve all grant applications filed with the federal government.
- Establish, organize, and oversee weekly staff meetings, weekly leadership meetings with senior staff members, and bi-weekly meetings with governmental affairs officers from the universities and college.

- Teach Administrative Law to state employees who are participants in the Certified Public Manger's program. This is a nationally recognized three year course of study for mid to upper level management state employees that is created and managed by the Division of Human Resources.
- Act as chief staff support to the Public Charter School Commission; review new charter petitions; formulate agenda items and prepare decision papers that offer suggestions to the Commission for approval or denial of petitions; present testimony at meetings; answer questions; monitor discussion and action; and oversee follow-up activities.
- Work with Boards' of Directors of authorized charter schools to conduct lotteries; establish three-year budgets; and comply with all provisions of federal, state, and local laws, rules, regulations, and policies.

Legislative
- Coordinate and draft legislation and rule amendments for the Board, agencies governed by the Board, and higher education institution.
- Monitor and report on the status of key legislation to the Board and Board governed entities; analyze the impact of education related legislative proposals not developed internally; develop an accurate impact statement, negotiate, and present compromises as needed.
- Respond to legislative requests; provide coverage of and support to germane and ad hoc legislative committees; answer inquiries or communicate Board actions related to legislative and governmental affairs; and develop/manage the development of information and testimony for legislative items.
- Present testimony to germane or ad hoc Education Committees on all legislation and rules developed by the Board; provide testimony in support of, or opposition to, legislation or administrative rules not developed internally.
- Considered an expert on the administrative rule making process in Idaho.

Policy
- Formulate the Board agenda for bi-monthly Board meetings; review and edit all items to be presented at meetings; establish time frames for meetings and submission of materials from agencies and institutions; and oversee the preparation and distribution of materials.
- Formulate agenda items and oversee the development of agenda materials with the Committee Chair for Planning, Policy, and Governmental Affairs Committee of the State Board of Education.
- Serve as staff support at State Board of Education meetings; present items as necessary; answer questions; monitor discussion and action; and oversee follow-up activities.
- Recommend board action in several areas, including proposed revisions to policies, rules, statutes, initiatives, and planning.
- Perform research and analysis of Board initiatives and other educational issues and provide policy/decision papers as requested by the Board and the Executive Director.
- Work with two Deputy Attorneys' General to prepare various legal documents issued by the Board or the Commission.

Budget Development and Management
- Assist with the formulation of, and participate in management decisions, for the State Board of Education's yearly budget submission to the Division of Financial Management.
- Create staff presentations to legislative budget committee, including responses to State Board of Education budget information.
- Create fiscal items for Board agenda.
- Create internal operating budgets for the Office of the State Board of Education, and review operating budgets for Office of the State Board of Education operating units.
- Develop and oversee the Public Charter School Commission Budget.
- Review budget requests from agencies and institutions of the State Board of Education to the Legislature and Governor's Office.

Planning
- Coordinate strategic planning for the Office of the State Board of Education, agencies under the governance of the Board, and higher education institutions; advise and establish procedures for new strategic planning and agency profile requirements set out in statute; review agency and institutional Agency Profiles for submission to the Division Financial Management.
- Plan and coordinate bi-monthly State Board meetings at various colleges and universities around the state including room, food, and travel arrangements.

- Plan and coordinate Board/Legislative/Governor staff meetings; serve as liaison to all state legislators, Legislative Services Office, State Department of Education, agencies under the governance of the Board, Idaho Association of Commerce and Industry, and other public and private organizations.
- Represent the Board office or Executive Director at various meetings and work supportively with the State Department of Education, Higher Education Institution Presidents' Council, Agency Heads' Council, and other public and private organizations as required.
- Worked with the Executive Director to establish a hard copy and electronic filing system for all documents sent and received by the Office of the State Board of Education.
- Supervise clerical and administrative staff for the Board and the Commission.
- Responsible for the oversight and dissemination of all public records requests received by the Board and the Commission.

July 1995 to November 2003 - Paralegal - Assistant Administrative Rules Coordinator, Department of Administration, Office of Administrative Rules, 700 West State Street, Boise, Idaho 83720

Hired as a Data Analyst July 1995, promoted to Desktop Publishing Specialist November 1995, promoted to Assistant Administrative Rules Coordinator, July 1996.

The Office of Administrative Rules publishes the *Idaho Administrative Code* (a yearly publication, 8,000 pages in 10 volumes) and the *Idaho Administrative Bulletin* (a monthly publication, averaging 250 pages per month)

Primary Responsibilities:
- Testify before Legislative Committees concerning rule and statutory changes and make recommendations for statutory amendments.
- Ensure proper authorization and implementation of rule changes for compliance with requirements of the Governor's Office, Legislative Services Office, Administrative Procedures Act (APA), and other applicable state laws, rules, policies, and procedures. Liaison with the Governor's Office, Legislative Services Office, and various agencies.
- Act as mediator during Negotiated Rulemaking. Mediate with state agencies, legislators, and interested industry representatives to arrive at a rule that will work for everyone.
- Train agency and field staff and Idaho State Legislators. Created and developed training sessions entitled "Rulemaking 101", "Rulemaking 201", "Basic Rules Review for Idaho State Senators and Representatives", "How to Access Rules on the Internet", and "Rules Access for Agency Field Staff". Present these sessions to over 500 participants in several sessions throughout each year.
- Enforce administrative rules and policies by defining uniform format, style, numbering system, legal notices, and other APA-related documents. Develop rulemaking process and procedures.
- Implement and maintain production and distribution systems, including document workflow and management systems for APA-related products. Increase public awareness of administrative rules set by the State of Idaho. Maintain the official rules library.
- Recommend appropriate changes in grammar, punctuation, and spelling to conform to established rulemaking style; advise agencies on format and content of rules.
- Prepare and oversee the annual budget for the Office of Administrative Rules. Prepare salary projections, cost estimates, and sales volume projections. Negotiate contracts with service providers.
- Supervise employees including performance review.
- Design, develop, draft and maintain a current Rule Drafter's Manual.
- Desktop publishing and editing of the *Idaho Administrative Code and Bulletin*.

November 1993 to July 1995 - Administrative Procedures Coordinator, State of Idaho, Department of Health and Welfare, Legal Services Division, 450 West State Street, Boise, ID 83720

Employed as an Administrative Procedures Coordinator to oversee the contested case hearing process and the rulemaking process. Custodian of public records for the largest state agency in Idaho.

Primary Responsibilities:

- Coordinated, scheduled, and directed the contested case hearing process. Ensured compliance with rules governing contested case proceedings and declaratory rulings. Evaluated petitions for contested case hearings to determine extent of the issue and any applicable rule requirements.
- Created and issued hearing notices, amendments, and orders as required. Set schedules for hearings, briefs and oral arguments. Rendered preliminary orders on jurisdictional/procedural issues. Prepared documentation of proceedings for forwarding for final action. Prepared record for judicial review.
- Coordinated, scheduled, and directed the Department's rulemaking process.
- Served as custodian of records to ensure compliance with the Public Records Act. Advised the public regarding procedures to request and obtain copies of public records.
- Prepared contracts for professional services of hearing officers and court reporting services. Approved billings for hearing officers, court reporters, and conference rooms.
- Served as liaison to the Board of Health and Welfare.
- Supervised employees including performance review.

EDUCATION

Paralegal Studies Program, Long Distance Learning Course, University of Southern Colorado, 22316 Sunset Drive, Golden, Colorado 80401, Paralegal Certificate May 1998

Certified Public Manager, Nationally Certified State of Idaho 3-year multi-course study program

Project Management for Administrative Professionals, American Management Association, Certificate of Completion, April 2001

Train the Trainer, State of Idaho Personnel Commission, Certificate of Completion, March 2000

Seven Habits of Highly Effective People, Stephen Covey, Certificate of Completion, February 1996

Effective Management Skills, Boise State University Outreach Program, Certificate of Completion, May 1999

Managing Performance and Change, Boise State University Outreach Program, Certificate of Completion, November 1998

How to Develop and Administer a Budget, Fred Pryor Seminar, Certificate of Completion, April 1997

IDAHO **SBA**
School Boards Association

February 28, 2018

Professional Standards Commission
State Department of Education
PO Box 83720
Boise, ID 83720-0027

Dear State Board of Education Members:

Thank you for the opportunity for considering my application for the Professional
Standards Commission (PSC).

As you can see by my enclosed resume, I believe I have the experience to serve on the
PSC. Though I have only been the Policy & Government Affairs Director at the Idaho
School Boards Association (ISBA) for a short time, my previous work at the Idaho Trial
Lawyers Association gave me a breadth of experience when it comes to professional
conduct within our communities. In addition, I would take my role on the PSC with
great responsibility and candor.

I would be a great asset to the PSC. Thank you for taking the time to consider my
application.

Sincerely,

Quinn Perry
Policy and Government Affairs Director

Enclosure

"Board Member Leadership for Excellence in Idaho Public Education"

199 N. Capitol Blvd., Suite 503, Boise, ID 83702 • P.O. Box 9797, Boise, ID 83707 • Phone: 208-854-1476 • Fax: 208-854-1480 • www.idsba.org

CONSENT - SDE   TAB 10 Page 22

QUINN PERRY

Providing political advocacy & resources for Idaho's public school and charter districts.

199 N Capitol Blvd   Ste 503
Boise ID 83702
(208) 407-8644
quinn@idsba.org

EXPERIENCE

Idaho School Boards Association, Boise — *Policy & Government Affairs Director*

NOVEMBER 2017 - PRESENT

Oversee and research issues facing traditional and charter school districts; serves as a liaison for ISBA to the legislature, SDE, SBOE, & more; makes necessary updates to school policy manual; updates school districts on legislative issues that will impact them; public spea

Idaho Trial Lawyers Association, Boise— *Director of Communication*

APRIL 2012 - NOVEMBER 2017

Established the ITLA Street Law Clinic; graphic design and illustration services; political advocacy on consumer affairs issues; oversaw strategic planning; liaison to the 4th District Pro Bono Committee;

Dave Liddle & Associates, Boise— *Program Manager*

AUGUST 2008 - APRIL 2012

Implemented website content and design; Taught Cognitive Self Change and Substance Abuse Education courses; Handled all internal and external document requests;

EDUCATION

Boise State University — *BA Mass Communication & Journalism, Certificate of Public Relations*

AUGUST 2006 - DECEMBER 2012

VOLUNTEERISM

Winter Wildlands Alliance— *Event Volunteer*
NOVEMBER 2013 - PRESENT

Idaho Botanical Garden — *Garden Guild Volunteer*
AUGUST 2011 - DECEMBER 2015

SKILLS

Strategic Planning

Internal Communication

Membership & Relationship Management

Social Perceptiveness

Campaign & Project Development

Process Improvement

Legislative Advocacy

Public Speaking

AWARDS

Tommy Townsend Memorial Scholarship Recipient

Innovator of the Year 2017
National Association of Trial Lawyer Executives

Innovator of the Year 2015
Idaho Women Lawyers

Matthew Jay Broncho

RR 2 Box 76-Y
Pocatello, Idaho 83203
Mobile: (208) 637-9413
Email: mbroncho415@gmail.com

Country of Citizenship: United States

Veterans Preference: No

Highest Grade (Tribal): G14/S4

Availability: Job Type: Permanent
Work Schedule: Full-Time/On-Call

Work Experience: Shoshone Bannock Tribes   **9/2011 – 5/2017**
PO Box 306   **Salary:** $57,000.00 USD Per Year
Fort Hall, Idaho 83203   **Hours Per Week**: 40
Land Use, Agricultural Resource Management (ARM) Program, Manager
Supervisor: Travis Stone, Land Use Director

Served as ARM Program Manager, was responsible for land management and environmental planning, while coordinating with tribal government and various other governmental agencies throughout eastern Idaho. Responsible for the administration of agricultural program including Lease Management, Agricultural Compliance, Invasive Species, Conservation Reserve Program, Feral Horse Management, Mosquito Abatement, among other smaller programs. Prepared program budget and contracting proposals, annual reports, coordinates tribal GIS updating Business/Homesite leases, pilots drone taking aerial photos and video of tribal land for development, submitted bids for potential farming for Tribes, purchase supplies and equipment for Agriculture program, supervised and assigned daily tasks for 8 employees, coordinated with Bureau of Indian Affairs, Agriculture/Natural Resource Management/Realty Programs in regard to leases and ensured all operators were abiding by both BIA and Tribal contract stipulations, regularly consulted with BIA Superintendent when violations occurred. Responsible for agricultural economic development ensured enforcement and compliance of all Agricultural Producers/Growers which consisted of over 120,000 acres, produced annual revenue of $240,000.00. The Agricultural Compliance Program under my direction has made improvements in areas of chemical/herbicide applications, water and currently taking action to begin monitoring efforts on nitrates/fertilizers. Assisted in rewriting the Shoshone-Bannock Tribes Tribal Pesticide Ordinance, Tribal Pesticide Licensing and Agricultural Operations.
Was responsible for the administration of the Bureau of Indian Affairs-638 Contract-Invasive Species/Noxious Weed Program, as we served over 1,200 acres annually to roadsides, idle tracts of lands, range units, CRP units and various work orders.
For over 3 years was responsible for establishing a Feral Horse Management Program for the Tribe. I was responsible for establishing with limited funding a viable and operational Feral Horse Management Program with the purpose of reducing the Horse Herd within the "Fort Hall Bottoms" area to a level that was ecologically manageable.
I managed the Conservation Reserve Program which consists of +26,000 acres with a operation budget of $1,000,000.00 annually. The CRP program and the contract obligations related to it included fencing, noxious weed control, cattle removal, and seeding work which is very work intensive. I have worked with the United States Department of Agriculture, Farm Service Agency (FSA) and the Natural Resource

Conservation Service (NRCS) on various programs and fully understand compliance as it pertain to CRP, CCRP, SAFE, EQUIP, and Tribal Code, rules and regulations regarding resource protection. I had been involved and worked with USDA, FSA and NRCS State Directors, County Directors and technical staff in order to improve the working relationship between the Shoshone-Bannock Tribes and Federal Agencies. I have thorough knowledge of Tribal and BIA policies, rules, regulations and laws according to Land Use Ordinance and 25 CFR. I have served as advisor to the Land Use Policy Commission on various agricultural matters and issues of political significance.

Work Experience: Shoshone Bannock Tribes   **6/2009 – 9/2011**
                          PO Box 306   **Salary:** $47,000.00 USD Per Year
                          Fort Hall, Idaho 83203   **Hours Per Week**: 40
Land Use, Agricultural Resource Management (ARM) Program, Program Assistant
Supervisor: Bill Snapp (Retired)

As the ARM Program, Program Assistant I was responsible for the administration of the Agricultural Enforcement and compliance Program. The responsibilities of this position required an understanding economic development and coordinating with Bureau of Indian Affairs, Agriculture/Natural Resource program regarding land development, leases, knowledge of all operators, locations of all land leases, cataloging all pesticide applicators (Professional or Private) operating within the Fort Hall Reservation, and tracking applications of all pesticides and fertilizers. Responsible for conducting chemigation inspections of all pivot, wheel lines, and hand line irrigation systems to ensure proper backflow equipment was in place. I was required to inspect pesticide totes, pesticide injection systems, pesticide applications, and application equipment (tractors etc.) Throughout my tenure I made it a priority to begin upgrading the Tribes mapping systems from old legal description books to utilizing GIS/GPS software, equipment, and mapping. The transition to GIS/GPS has greatly improved overall Program responsibilities and the way the ARM Program conducts any field operations. I had also made improvements and implemented formal inspection forms, chemigation forms, and work orders which have greatly improved the efficiency and accuracy of agricultural compliance for the ARM Program. I met with various agricultural operators/growers, foremen, field staff, pesticide applicators, truck drivers, seed vendors, pesticide applicators, Idaho Department of Agriculture, Soil Specialists, among many other Agricultural Specialists on a daily basis. I have met with farmers on a daily basis and I have gained a large understanding of overall agricultural operations in Southeast Idaho and more specifically Agricultural Operations within the Fort Hall Indian Reservation.

Work Experience: Bureau of Indian Affairs-Irrigation   **5/2007 – 8/2007**
                          PO Box 220   **Salary:** $10.57 Per Hr.
                          Fort Hall, Idaho 83203   **Hours Per Week**: 40
Laborer (Seasonal Temp.)
Supervisor: Steve Guardipee (Retired)

*Second Season at Fort Hall Irrigation Project-*Cleaned debris in canals and ditches, burned and cut weeds, assisted with building and repairing headgate structures, worked with structures building wood metal or concrete, maintained basic vehicle maintenance, familiar with water schedules, knowledge of the various districts of the Irrigation Project. Worked with drills, saws, grinders, mowers and various other shop equipment. Operated government pick-up truck and backhoe. Worked with hazardous materials and recognized potential safety hazards. Daily did communicate with all water users and Irrigation employees.

Work Experience: Bureau of Indian Affairs-Irrigation   **5/2006 – 9/2006**
PO Box 220   **Salary:** $9.56 Per Hr.
Fort Hall, Idaho 83203   **Hours Per Week**: 40
Laborer (Seasonal Temp.)
Supervisor: Robert Hayball (Retired)

Fort Hall Irrigation Project-Cleaned debris in canals and ditches, burned and cut weeds, assisted with building and repairing headgate structures, worked with structures building wood metal or concrete, maintained basic vehicle maintenance, familiar with water schedules, knowledge of the various districts of the Irrigation Project. Worked with drills, saws, grinders, mowers and various other shop equipment. Have the ability to identify hazardous materials and recognize potential safety hazards. Worked well with all Irrigation staff.

Education: Idaho State University - Pocatello, Idaho (United States)
Bachelor of Science Degree - **6/2008**
Major: Political Science (*Emphasis: Environmental and Federal Indian Law / Economics*)

Fort Lewis College – Durango, Colorado (United Stated)
Undergraduate / General Studies – 9/2003 to 6/2005
- Coursework: Federal Indian Law, Tribal Governments, Constitutional Law, Political Parties and Interest Groups, Voting and Public Opinion, Environmental Politics and Policy, Political Research Methods, Administrative Law, Comparative Politics, Introduction to Criminal Law, Constitutional Law, Public Finance, Economics
- I have developed an extensive understanding of tribal government structures, U.S. Government Structures, Constitutional Concepts, and General Administrative organization as it pertains to (CFR) Code of Federal Regulations 25 Indians
- General Understanding of Federal American Indian Laws and their relationship to sovereign tribal governments.
- Ability to recognize complex legal positions of Native American Tribes as a self-governing body with the ability to establish laws.
- Understanding the applicability of various federal, state, county, or city laws that may affect current tribal laws, regulations, resolutions, or policies.
- Ability to understand political entanglements affecting various environmental and agricultural laws or policies such as: chemicals, pollution control, or energy efficiency and their effects on public and private lands,
- A strong capability to research and investigate and/or compare both theoretical and factual information using various research methods and statistical techniques.
- The ability to read, write, and communicate clearly in order to understand written, oral discussion, or instruction
- I am proficient in the use of Windows XP, Microsoft 2007 word, Excel, Access, Outlook, and Internet explorer especially for the purpose for Geographic Information Systems (GIS) functions.

Relevant Course work, Licenses and Certifications:

    Idaho State Pesticide License

    Shoshone-Bannock Tribes Pesticide License

    Pacific Northwest Pesticide Inspector

    First Responder Awareness and Operations Level (CFR 1910.120(q)(6)(i)(ii), Environmental Protection Agency

    OMB Circulars: New Uniform Guidelines

    Intro to ArcGIS

    Conservation Reserve Program Training

    Natural Resource Conservation Service

    Invasive species, non-native plants and biological soil training

    Drought Management

    Environmental Assessment Training

Affiliations: Shoshone Bannock Tribal member

    Shoshone-Bannock School Board member 2017

    Personnel Advisory Board, Shoshone-Bannock Tribes

    United States Department of Agriculture, Natural Resource Conservation Service (NRCS)

    Farm Service Agency

    Regional Tribal Conservation Advisory Council (RTCAC) for the West Region

    West Region Tribal Advisory Council (WRTAC)

From:	Richard Osguthorpe
To:	Lisa Colon Durham
Cc:	Danielle Rumsey
Subject:	Re: PSC Nomination
Date:	Friday, March 2, 2018 9:29:08 AM

Hi Lisa,

The Idaho Association of Colleges for Teacher Education has approved the nomination of Terah Moore (College of Idaho) to represent private institutions on the Professional Standards Commission for a term of service beginning July 1, 2018 through June 30, 2021.

Thank you,

Rich

On Thu, Mar 1, 2018 at 4:43 PM, Lisa Colon Durham <lcolondurham@sde.idaho.gov> wrote:

> Rich,
>
> It looks like based on the subsequent emails that this has been answered. Dana's term expires June 2018, so she can continue to finish out her term. The new term would be beginning 2018 and ending in 2021.
>
>
> Let us know if you have any other questions. Based on the emails that I have received, it looks like the next nomination may be Terah Moore.
>
>
> *Lisa Colón Durham*
>
> **(208) 332-6886**
>
> lcolon@sde.idaho.gov
>
>
> *"Supporting Schools and Students to Achieve"*

Educator Career Fair »

Spring 2018 – All Locations 4:00 – 6:00 pm

Coeur d'Alene – April 11 | Nampa – April 26 | Twin Falls – May 1

District registration required. Attendee registration is encouraged but not required.

From: Richard Osguthorpe [mailto:richardosguthorpe@boisestate.edu]
Sent: Thursday, March 1, 2018 10:23 AM
To: Danielle Rumsey <drumsey@sde.idaho.gov>
Cc: Lisa Colon Durham <lcolondurham@sde.idaho.gov>
Subject: Re: PSC Nomination

Thanks, Danielle.

Lisa, I haven't circled back with Dana yet to avoid any confusion, but in my conversations regarding this nomination (and our IACTE email communication of Jan 16), my understanding was confirmed that Dana was staying on PSC to finish out her term (although she was changing roles at her university), and that her term was still in play for another year. Does that run contrary to your understanding?

Best,

Rich

On Wed, Feb 28, 2018 at 2:55 PM, Danielle Rumsey <drumsey@sde.idaho.gov> wrote:

Good afternoon Dr. Osguthorpe:

This email serves as a friendly reminder that nominations for appointments to the Professional Standards Commission (PSC) are ideally due to Lisa Colón Durham by March 2, 2018. This due date allows nominations from the organizations to be collected and a recommendation to be submitted to the State Board of Education as an agenda item in time for its April 18-19, 2018, meeting. If you have any questions or concerns please do not hesitate to let me know.

Kind regards,

Danielle Rumsey
Administrative Assistant
Certification & Professional Standards Commission

From: Lisa Colon Durham
Sent: Wednesday, February 21, 2018 11:32:50 AM
To: Richard Osguthorpe
Cc: Danielle Rumsey
Subject: RE: PSC Nomination

Thank Rich, I really appreciate it.

Lisa Colón Durham

(208) 332-6886

lcolon@sde.idaho.gov

"Supporting Schools and Students to Achieve"

Exhibit J

Date submitted_____

APPLICATION FOR
PROFESSIONAL STANDARDS COMMISSION

Name__Marianne Sletteland_____ School-Potlatch Elementary School

Home Address-706 Mabelle St. Moscow, ID 83843

Sch. Address-130 6th Street Potlatch, ID 83855

Home Ph._208-301-8979   Sch. Ph._208-875-1331

E-mail Address-msletteland@gmail.com

PSC Position applied for: (a) ___ secondary classroom teacher
(check one)   (b) ___ elementary classroom teacher
                                         (c) ___ pupil personnel services
                                         (d) _X_ exceptional child education

PROFESSIONAL INFORMATION

Current certificate(s) [Include endorsements with expiration dates]

Type	**Expiration Date**
Elementary Education K-8	8/31/2019
Special Education K-12	8/31/2019

Education Background [Degrees and places obtained]

Degree	**School**
B.S. Elementary Education	University of Idaho
Master of Education-Special Education	University of Idaho
Master of Education-Curriculum and Instruction	University of Idaho

Professional Experience [Date, place and position]

Date	**Place**	**Position**
August 2010- May 2013	Troy School District	Elem. Sped. Paraprofessional
August 2013-Current	Potlatch School District	Intermediate Sped. Teacher

(over)

Scanned by CamScanner

Professional Associations and related activities other than IEA/NEA
(including offices)

None

_____

_____

_____

Community Involvement (Please list all community service or other community
activities in which you have been involved and dates)

None

_____

_____

_____

The Professional Standards Commission meets as many as six (6) times a year.
Each meeting spans two days. Additionally, Commission members may be asked
to attend public meetings, attend State Board of Education meetings, and
present at regional or state meetings. Will you be able to give the required yearly
time to this position? YES _X_   NO __.

Applicant's signature_Marianne Stitt_____

**Please attach resume, three (3) references, and statement of commitment
to the profession.**

Please keep file active
1 yr.__ 2 yr.__ NO __.   (16)1111

Marianne Sletteland
Email: slet7778@vandals.uidaho.edu
Statement of Commitment

706 Mabelle Street
Moscow, ID 83843
208-301-8979

February 24, 2018

To: Professional Standards Committee,

I am writing to express interest in the Exceptional Child PSC position. I have a Bachelor's Degree in Elementary Education, Master's Degrees in Special Education and Curriculum and Instruction. I currently hold an Idaho Teaching Certificate for Kindergarten through 8th grade and a certificate for Exceptional Children Kindergarten through 12th grade. I am currently enrolled at the University of Idaho in the Educational Specialist Educational Leadership program. I will complete this program in May of 2019.

I have spent the last five years employed with the Potlatch School District as its Intermediate Special Education Teacher. During my time in Potlatch, I have refined my skills in the area of Special Education. I have learned to take some of my special education teaching strategies and implement them within the general education setting.

My time with the Potlatch School District I have helped to create and grow our Response to Intervention (RTI) program for fourth through 6th grade. With my course work, my knowledge of benchmark testing, intervention strategies, Specific Learning Disabilities, pre-referral and referral process has grown to a point where I feel confident in my abilities to use this knowledge to assist all students.

I am committed to this profession for numerous reasons. I have been lucky enough to have a few amazing teachers in my life, and I strive to be that person for all of my students. In my current teaching position, I get to watch my students progress over a three-year period (4th grade through 6th grade), this is something unique to my job. Watching my students grow is not only a testament to my skills as their teacher and advocate but a testament to my district and all of the skilled educators who work with my students. Working with my students and in my district has solidified my commitment to teaching.

Sincerely,

Marianne Sletteland

Enclosures

Marianne Sletteland
Email: msletteland@gmail.com

706 Mabelle Street
Moscow, ID 83843
Phone: 208-301-8979

CAREER GOAL: To become a member of the Professional Standards Committee.

EDUCATION:

University of Idaho, Moscow, Idaho - Educational Specialist Educational Leadership   **Expected Completion: May 2019**
Coursework
Educational Policy and Politics for Educational Leaders   Ethical Leadership and Law in Education
Administration of Special Education Law   Multicultural Diversity of Educational Leadership

University of Idaho, Moscow, Idaho - M.Ed. Curriculum and Instruction   **Graduated: December 2013**
Coursework
Introduction to Research in Curriculum and Instruction   Models of Teaching
Planning and Administering the Curriculum   Measurement and Evaluation
History of Educational Thought

Idaho State Department of Education - Idaho CORE Teacher Program   **Completed: August 2015 - June 2017**
Coursework
PD-Instructional Coaching and Leadership   PD-EQuIP Units and Teaching
PD-Evaluation of Student Work   PD-Core Unit Design

University of Idaho, Moscow, Idaho - M.Ed. Special Education   **Graduated: December 2013**
Coursework
Education for Exceptionalities   Behavioral Analysis for Children and Youth
Student with Behaviors-Emotional Issues   Classroom Applications of Learning Theories
Special Education Curriculum   Language and Communication Development and Disorders
Developing Instructional Programs   Language, Communication and Social/Emotional Enhancement
Advanced Evaluation Techniques

University of Idaho, Moscow, Idaho - B.S. Elementary Education   **Graduated: December 2009**
Coursework

Models of Teaching	Literacy Methods for Content Learning	Elementary Social Studies
Literature for Adolescents	Linguistics, Literacy, and Brain Functions	Elementary Science
Literature for Children	Math for Elementary Teachers I and II	Elementary Math

LICENSES AND CERTIFICATIONS:

- Certified Idaho Elementary Teacher K-8
- Certified Idaho Special Education K-12

ORGANIZATIONS

- Potlatch Education Association Member   **August 2013 - Present**
- Potlatch Education Association President   **June 2016 - Present**
- Idaho Education Association Trainer   **June 2016 - Present**

WORK EXPERIENCE:

Potlatch School District, Special Education Teacher
Supervisors: John Haire, 208-875-1331; Jeff Cirka, 208-875-0327   **August 2013 - Present**

Duties and Responsibilities: Assess students' cognitive skills using various assessments; create eligibility reports; create and implement Individualized Education Plans (IEPs); create Behavior Intervention Plans (BIP); progress monitor IEP goals; participate in Response to Intervention (RTI), progress monitor students and track their data; ability to run several small groups at once, including intervention groups as needed; utilization of technology within the classroom; create and manage paraprofessional schedules; counsel students as needed; create a positive learning environment, build positive student relationships; build positive parent relationships, problem solve parent concerns; build positive staff relationships and problem solve staff concerns; create and deliver meaningful professional development; mentor teachers

Troy School District, Special Education Paraprofessional   August 2010 - May 2013
Supervisor: Nikki Goucher, 208-835-4261

Duties and Responsibilities: Assess students' cognitive skills using various assessments; monitor students' progress using AimsWeb probes and benchmarks; analyze student data; delivery of Woodcock-Johnson III and WIATT; create and implement behavior intervention plans and individualized education plans; implement SRA decoding and comprehension materials; deliver small group and one-on-one instruction in reading, math, science, and social studies; manage and arrange student schedules to ensure support for as many students as possible; counsel students in behavioral changes that ensure stay in the general education classroom; participate in the educational training programs to include: Using Ipads and Other Mobile Devices to Increase Student Learning and Explosive Challenging & Resistant Kids: Over 101 Quick, Creative Techniques for Children & Adolescents; participate in Professional Learning Communities, develop and implement school-wide behavior plans; toilet students; ensure the safety of students during recess and various school activities.

Troy and Moscow School Districts, Elementary Substitute Teacher   January 2010 - May 2010

Duties and Responsibilities: Follow written classroom instructions and lesson plans; manage student behaviors; exhibit flexibility in scheduling and maintain open communication with staff members and district office employees.

Moscow Parks and Recreation Youth Recreation Supervisor   April 2008 - Present
Program Summer/Program Spring/Program Winter Break Kids Kamps
Supervisor: Kelissa Owens, 208-883-7089

Duties and Responsibilities: Plan and organize the daily schedules of activities for all Kamps programs; communicate and build relationships with area businesses; create and brainstorm different daily activities and outings; manage Kamp budget within fiscal guidelines for each Kamp; explore different supplier sites and maintain good working relationships with suppliers; interconnect with different vendors including transportation providers, University of Idaho Rockwall, Silverwood Theme Park; supervise 48+ children each week; effectively communicate with and assess the specific needs of children of all ages; collect and document parental information; problem-solve parental concerns.

Potlatch School District No. 285
130 Sixth St.
Potlatch, ID 83855-8757

District Office	(208)875-0327
Elementary School	(208)875-1331
Jr.-Sr. High School	(208)875-1231
FAX	(208)875-1028

November 18, 2018

To The Esteemed Members of the the Professional Standards Committee:

It is my honor to write and highly recommend without reservation, Mrs. Marianne Sletteland as a candidate for committee membership. I have the pleasure to have known Mrs. Sletteland over the past several years and have had the opportunity to work with her as a colleague as well as a supervisor.

Mrs. Sletteland is a dedicated professional. She is an instrumental leader in our system supporting our continuous change to better serve our children. Mrs. Sletteland is a team oriented practitioner. She seeks collaborative relationships and utilizes her experience and education to help guide the decision making process with the student's gain as the focus.

Mrs. Sletteland demonstrates mastery in the classroom on a daily basis. Her instructional methodology is of the highest caliber. She is adept at analyzing student data and modifying her craft to meet the students where they are and propelling them beyond the set standards. Her role is collaborative. She involves her parents in their role to help increase her student's gains and seeks out community support to her programming whenever possible.

The skill set she demonstrates daily, along with her passion to grow professionally through various in depth trainings, union leadership, and a second masters program pursuit in administration makes her an ideal candidate for this position. She is able to synthesize information, calibrate it on a personal, ethical, and legal level, and articulate her findings and growth through the exercise. She is open-minded, an out of the box thinker/problem solver, and is dedicated to doing her best work, no matter how many long hours it takes. This dedication is evident in the exceptional manner in which her tasks are completed.

Mrs. Sletteland sets the benchmark high for herself, her students, and those with whom she works. She is compassionate to her students and their needs and also interacts with those around her in a professional yet caring manner. She puts those with whom she interacts at ease.   Her ability to communicate well at all levels is strength in her craft.

I am ecstatic for Mrs. Sletteland in making the decision to seek this opportunity to further build her knowledge base and challenge her current understanding of pedagogy. I appreciate her willingness to continue to grow and analyze her practice to improve services to students. She is an asset to our system and in turn to our children for whom we work. If further information is needed in regards to Mrs. Sletteland, please do not hesitate to contact me in person.

Sincerely,

John Haire

Principal, Potlatch Elementary

JASON MCKINLEY
Region 2 Director
Northern Organizing Center
jmckinley@idahoea.org

1712 "G" Street
Lewiston, ID 83501
800.422.0491 | 208.743.5555 | 208.746.0793 Fax

IEA **IDAHO EDUCATION ASSOCIATION**

February 25, 2018

To Whom it May Concern:

I am writing this letter in support of Ms. Marianne Sletteland for the Idaho Professional Standards Commission (PSC). I have known Ms. Sletteland for five years in her capacity as an Elementary Special Education Teacher and as a leader in her professional association: the Potlatch Education Association (PEA), an affiliate of the Idaho Education Association (IEA).

In working with Ms.Sletteland, I have found her to be a capable and respected leader. Her peers and supervisors seek her opinion on professional matters, especially as it pertains to special education and professional ethics. Over the past 2 (two) years Marianne has served as her local association president. As the local association president, Marianne has worked on numerous employment related matters involving educator rights and responsibilities. I have always found her to be an ethical and principled advocate.

I also know Ms. Sletteland to be a hard-working individual. She often works late hours into the evening and gives whatever task is before her front her 100% effort. Marianne is often the first person to arrive for a meeting, prepared and ready to work. Moreover, she is highly dependable. If Marianne says she is going to do something, she does it. Juggling the demands of her teaching career and association work can be challenging. Marianne always rises to the occasion and does what needs to be done.

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Scanned by CamScanner

As a former educator, IEA Region Director, and parent to 4 (four) children I understand the critical importance of public education. I also understand that the classroom teacher is an integral component of a quality public education system. I assure you that Ms. Marianne Sletteland is a high-quality educator who will serve her profession well as a member of the Idaho Professional Standards Commission.

If you have any questions about my recommendation, do not hesitate to contact me: jmckinley@idahoea.org or 208.790.0235.

Warm Regards,

Jason McKinley
Region II Director

Potlatch School District No. 285
130 Sixth Street
Potlatch, ID 83855-8757

District Office	(208)875-0327
Elementary School	(208)875-1331
Jr.-Sr. High School	(208)875-1231
FAX	(208)875-1028

February 23, 2018

Dear Professional Standards Commission,

It is with great pleasure to be able to highly recommend Marianne Sletteland to be a representative on the Professional Standards Commission. As a teacher at Potlatch Elementary School, I have had the opportunity of working with Mrs. Sletteland for the past five years. She is a driven and organized teacher in the Special Education Department, who develops strong, caring relationships with her students.

Marianne has worked diligently in developing her skills as a teacher. She quickly establishes an excellent rapport with each of her students, who know her as a caring, steadfast teacher, with a quick sense of humor. Marianne creates a classroom culture of feeling safe, while being able to explore new aspects of learning; which has allowed students to excel and make great gains academically, as well as socially, and emotionally.

Communication is a key aspect that is important to Marianne. She is continually in communication with parents to ensure that parents know the celebrations of students' success and growth at school. Marianne coordinates all of the IEP meetings of the fourth through sixth graders, with all of the parties involved, as well as completing the extensive reporting required by the government, with exacting precision. She also organizes the paraprofessionals and their schedules who are working with her students.

Marianne is a team player and a leader by taking on additional roles beyond that of being a special education teacher. She is a vital member of many committees, in which she collaborates and shares insights in providing enriching experiences for our students. On one of the committees, the Readers as Leaders Program, Marianne coordinates the school field trip to the University of Idaho basketball game, so that our students can be celebrated during half time for their reading achievements. She is also currently serving as President of the Potlatch Education Association. It is evident in everything that Marianne does she goes beyond the standard, to achieve excellence.

Mrs. Sletteland has great initiative and focus by being diligent in doing what is best for her students, and thus, our school. Marianne has high professional and personal standards that she achieves each day. I highly recommend Marianne to you without reservation, as she would be an excellent asset to the Commission. If you have any further questions, please feel free to contact me.

Sincerely,

Megan Weaver

Megan Weaver
Potlatch Elementary School
megan.weaver@psd285.org

Exhibit J
Date submitted_____

APPLICATION FOR PROFESSIONAL STANDARDS COMMISSION

Name Christine Kaufman   School McGhee Elementary

Home Address 1217 Powers Ave   Sch. Address 636 Warner Ave

City Lewiston   Zip Code 83501   City Lewiston   Zip 83501

Home Ph. 208. 413, 7075   Sch. Ph. 208. 748. 3600

E-mail Address Cmkaufman88@gmail.com

PSC Position applied for: (check one)
(a) ___ Secondary classroom teacher   (b) ___ Elementary classroom teacher
(c) ___ Special education teacher   (c) ___ Pupil personnel services
(d) _X_ Exceptional child education

PROFESSIONAL INFORMATION

Current certificate(s) [Include endorsements with expiration dates]

Type	Expiration Date
Elementary Education K-8	8/31/2019
Exceptional Child Generalist K-12	8/31/2019

Education Background [Degrees and places obtained]

Degree	School
Doctor of Education (A.B.D.)	Walden University
Master of Science Education (Special Education)	Walden University
Bachelor of Science Elem. Ed.	Lewis-Clark State College

Professional Experience [Date, place and position]

Date	Place	Position
2005- current	Lewiston School Dist.	Special Educator

(over)

Professional Associations and related activities other than IEA/NEA (including offices)

Lewis-Clark State College On-Site Educator 2007-current

Lewiston Senior Project Committee 2009-2010

Community Involvement (Please list all community service or other community activities in which you have been involved and dates)

Crosspoint Summer Bible School 2015

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position? YES _X_ NO __.

Applicant's signature _Christine M. Kaufman_

Please attach resume, three (3) references, and statement of commitment to the profession.

Please keep file active
1 yr _____ 2 yr._____ NO _____.   1/07

Mrs. Christine Kaufman

Address	1217 Powers Avenue, Lewiston, ID 83501
Telephone	208-413-7075
Email	ckaufman@lewistonschools.net

Profile

A child-centered, hardworking, highly organized, detail-oriented special educator. Able to supervise, lead, and learn from others with the child always being the focus. Highly knowledgeable with regards to curriculum, programming, state and federal law regarding education, as well as effects and attributes of individual disabilities.

Key Skills

*Able to communicate effectively while providing a professional and friendly learning environment for children and staff.

*Excellent administrative, organizational and time management skills; including knowledge of Microsoft Word, Excel, Outlook, and Enrich IEP software.

*Ability to work well under pressure whilst maintaining excellent attention to detail.

*Highly developed people skills, strong communicator, both written and oral.

*Self-motivated, life-long learner with a passion for teaching our country's future, our children.

Career History

Jan 05-Present

Independent School District #1-Lewiston, ID
Special Educator

Independent School District #1 is a large school district in central Idaho. There are 7 elementary schools, 2 junior high schools, and a high school, and alternative high school, and a developmental preschool. My school, McGhee Elementary, has 323 students. Many students come from low-socioeconomic homes and several too many have had numerous adverse childhood experiences. My job requires me to supervise 6 instructional assistants, collaborate with 7 elementary classroom teachers (K-3), organize and lead our school special education department, and manage our department budget. I must make sure all children on my caseload and within my department (K-6) have the needed resources to access and learn within the educational environment. To ensure this occurs, I must train the instruction support staff how to use programs, build positive relationships with students, and when in times of crisis how to manage maladaptive behaviors. I am required to know and ensure state and federal special education laws are being followed with regards to each child's individualized education program (IEP). As the special educator, I must know each child individually, so I can construct an individualized program to move each child toward proficiency on Common Core State Standards or Workplace Competencies for life skill students.

Professional Training	Common Core State Standards
	Alternate Assessment
	Sensory Diets and Therapy
	iPad training
	Mondo Bookshop
	Lucy Calkins Writing
	Data-based Decision Making
	Reading Reflex
	Reading Mastery
	Read Naturally
	Ziggurat Model
	Conflict Resolution
	STAR Autism
	Response to Intervention
	AIMSweb
	Poverty Training
	Mandt
	Adverse Childhood Experiences Study
	Resilience Training
	Milepost
	Enrich
Additional Skills	Northwest Children's Home-Education Center IEP Team
	Lewiston Education Association- Vice President
	Lewiston Education Association-Secretary
	Lewiston Education Association Negotiations Team
	National Education Association Grant Group
	National Education Association Member
	Idaho Education Association Member
	Lewiston Education Association Member
	2015 Delegate Assembly
	Called to testify before House Education Committee-Career Ladder 2015
	Extended Reading Time Facilitator
	Response to Intervention Leader
	ExcentTERA leader
	Student Assistance Team
	Building Leadership Team
	Independent School District #1 Insurance Committee
	Independent School District #1 Senior Project Committee
	Guest Lecturer at Lewis-Clark State College
	Substitute teacher for Inclusion Strategies at Lewis-Clark State College
	On-site Teacher Educator for Lewis-Clark State College

Education Walden University, Minneapolis, MN (online) 2001-Present
Doctor of Education
Curriculum, Instruction & Assessment
Completed all coursework (listed below):
Foundations: Curriculum, Instruction & Assessment
Leadership for Today's Schools
Applied Research in Education
Systemic Curriculum Design
Data Driven Instruction & Assessment
Research in Practice
Effective Professional Development
Doctoral Study Intensive
Currently working on dissertation

Walden University, Minneapolis, MN (online) 2008-2010
Degree received: Masters of Science in Special Education (M.S. Ed.)
Coursework completed (listed below):
Teacher as Professional
Designing Curriculum, Instruction & Assessment
Special Educator as Instructional Leader
Introduction to Educational Research
Impact of Disabilities on Learning & Teaching
Strategic Collaboration in Special Education
Advanced Instructional Strategies in special Education
Literacy Interventions in Special Education
Advanced Behavioral Interventions in Special Education

Lewis-Clark State College, Lewiston, ID 2000-2004
Degree Received: Bachelors of Science-Elementary Education K-8
        Generalist Special Education (K-12)
*Certified in both areas by the State of Idaho

References Available on request

References

Deanna Didier 840 Warner Ave Lewiston, ID 83501 (208) 305-3704

Sam Weddle 13710 Sperry Grade Rd Kendrick, ID 83537 (208) 305-3627

Greg Kramasz 7664 Amberview Ct. Lewiston, ID 83501 (208)553-1400

February 4, 2016

To Whom It May Concern:

My name is Christine Kaufman and I am a special education teacher with Lewiston School District. I am interested in filling the open seat on the Professional Standards Commission for a professional who holds an Exceptional Child Education certificate/endorsement.

I have taken the liberty to attach my updated curriculum vitae in lieu of a resume` because it allows those who are reviewing my application to see my plethora of experience in committee work, work with the IEA, my professional training, and further education. I hold a Bachelor of Science in Elementary Education with a minor in Special Education. I've completed all necessary coursework to hold the Exceptional Child Generalist K-12 certificate/endorsement. I also hold a Master of Science in Special Education and have completed all coursework for my Doctor of Education in Curriculum, Instruction, and Assessment. I am currently working on my proposal for my dissertation, which is the next step in completing my Doctor of Education program.

I have taught special education with the Lewiston School District for over ten years. I have worked with children who have all types of exceptionalities from language impairments, autism, emotional disturbances, hearing and visual impairments, intellectual disabilities, and/or multiple disabilities. In my over ten years of teaching, I have had the privilege to work with children who represent all categories under the Individuals with Disabilities Act. Not only have I worked with these amazing children, but I've had the honor to work with their families, outside agencies, outside medical professional, and outside counselors to develop quality individualized programming to meet each of these children's learning needs.

I have always had an interest in the law and in particular ethics. I do hold a legal secretary degree, but my heart is working with children, so I never pursued this career. I believe I am a strong candidate due to the fact I am an analytical thinker, strive to be solution minded, and care deeply about my profession. I believe it my job to work hard to educate the public about the value of education and the importance of quality teachers delivering this education to our country's future, our children.

Thank you for your time and consideration for the open seat on the Professional Standards Commission. I look forward to hearing from you soon with regards to this position.

Sincerely,

Christine M. Kaufman

Date submitted_3/01/2018_

APPLICATION FOR
PROFESSIONAL STANDARDS COMMISSION

Name____Jason Stucki_____   School_American Falls High School__

Home Address_PO Box 331_____   Sch. Address_2966 S. Frontage Rd._ _

City_American Falls__ Zip Code_83211_City_American Falls_ Zip_83211___

Home Ph._208-226-7855_____   Sch. Ph.__208-226-2531_____

E-mail Address____anirtak5150@aol.com___ _____
PSC Position applied for: (a) ___ secondary classroom teacher
(check one)   (b) ___ elementary classroom teacher
                       (c) ___ pupil personnel services
                       (d) _X_ exceptional child education

PROFESSIONAL INFORMATION

Current certificate(s) [Include endorsements with expiration dates]

Type	Expiration Date
_Administrator/School Principal_____	___8/31/2018_____
__Standard Exceptional Child_____	__8/31/2018_____
_Standard Secondary/PE Health 6-12_____	___8/31/2018_____

Education Background [Degrees and places obtained]

Degree	School
__Masters in Educational Leadership_____	__Idaho State University_
__Special Education Certification_____	_Lewis and Clark_____
__Bachelors in Health Education/P.E._____	_BYU-Idaho_____

Professional Experience [Date, place and position]

Date	Place	Position
8/2007-Present	American Falls High School	Special Ed. Teacher
8/2005-6/2007	Payette Lakes Middle School	Special Ed. Teacher
8/2004-6/2005	Challis High School	Special Ed. Teacher

(over)

Professional Associations and related activities other than IEA/NEA
(including offices)

I currently serve as the Special Education Department Head at American Falls High School. I am also in charge of both the RTI and MDT teams for the school. I serve on the attendance review board for the school and am a member of the school's leadership team. I act as administrator at school or extra curricular events when the other administrators are gone.

Community Involvement (Please list all community service or other community activities in which you have been involved and dates)

One of my passions is athletics. I have coached in the community children's basketball program for several years. I also have coached in the local football program, grades 5 through 8. I am an active member at my church and have helped care for the church building for the past 8 years.

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position? YES _X_ NO __.

Applicant's signature_____

Please attach resume, three (3) references, and statement of commitment to the profession.

Please keep file active
1 yr.__ 2 yr._X_ NO __.   (16)1111

Jason Wendell Stucki
P.O.Box 331
American Falls, Idaho 83211
(208)226-7855
anirtak5150@aol.com

Dear Hiring Committee,

It is with great interest that I submit to you my letter of commitment to participate on the Professional Standards Commission. My comprehensive experience as an Administrative Intern, Special Education Department Chair, Special Education Teacher, Building Leadership Team Member, Testing Coordinator, Health / P.E. Teacher, Head Coach, and being a certified Exceptional Child Specialist have given me a well-rounded background that has prepared me to be an excellent fit for the needs of this position.

In my role as the Special Education Department Head and as a teacher, I face situations on a daily basis where the legal aspects of education are addressed. I work to handle these situations in the most ethical and professional manner possible. In obtaining my Master's degree, my internship required me to lead on hiring committees and in disciplinary procedures. These experiences have given me an expanded perspective as both an educator and administrator.

As Co-President of the American Falls Education Association for the past several years, I have had the opportunity to lead committees that have hired staff and helped with community events. I have also sat in as a representative for teachers that have been under scrutiny by school administration. It was an opportunity for me to see education from both the side of the teacher and the administration.

I am committed to work to continuously to improve the profession of education for the benefit of our students. I have a passion to ensure that my educational peers and colleagues have access to a fair system that provides due process and requires exemplary standards. This system should also give autonomy to teachers to maintain professional relationships with all stakeholders.

In this brief interest letter, I hope you can sense my experience and passion for the work required to be successful on the Professional Standards Commission. It is difficult in a letter such as this with brevity to expand on all of my qualifications for this position and my respect for the sensitivity and confidentiality of matters that this committee addresses . I feel that this position is a wonderful match of my skill-set and the needs of this commission. I hope to have the opportunity to grow my knowledge and share my insight as a teaching professional in this areI.

Thank you for considering my application. I look forward to hearing from you soon.

Sincerely,

Jason W Stucki

Jason Wendell Stucki
P.O.Box 331
American Falls, Idaho 83211
(208)226-7855
anirtak5150@aol.com

Career Objective

To gain further insight into education and increase my abilities to lead through working with the Education Professional Standards Commission.

Summary of Skills

- Experienced in substituting as principal
- Experienced in school and Special Education law and FERPA procedures
- Experienced in working with parents and students with behavioral and academic issues
- Strong problem solving, coordination, and management skills
- Ability to work with schedules, and organizing school and community events
- Strong ability to prioritize and manage time effectively
- Strong ability to meet deadlines
- Experienced in resolving staff issues to ensure the students come first
- Experienced in working with high risk students and ensuring the safety of the school
- Experienced in maintaining school facilities
- Experienced evaluating teachers and staff using the Danielson Framework, Downey Three-Minute Walk through, and state issued evaluation rubric for paraprofessionals

Work Experience

Masters Degree Internship through Idaho State University
American Falls High School, American Falls, ID
August 2016-Present

- Lead departmental staff meetings
- Lead Professional Development trainings for ISAT administration
- Conducted teacher evaluations using the Danielson Framework
- Substitute as school principal
- Administrate at school activities and extra-curricular events
- Ran IHSAA state play-in games for volleyball and girls basketball
- Worked with the After-School Program budget to ensure compliance
- Held a successful parent night for the After-School Program involving students, parents and prominent community members
- Created teacher improvement plan and collected data to monitor improvement
- Deal with student behavior and discipline
- Reviewed school's Chemical Plan and ensured it's compliance with OSHA regulations
- Participated in teacher/supervisor meetings

Special Education Department Head
American Falls High School, American Falls, ID August 2009-Present

- Member of the school Leadership Team to solve school issues and implement high expectations for teachers and students in academics and behavior
- Manage and evaluate Special Education staff
- Work with student schedules to ensure students meet graduation requirements
- Work with school staff in providing accommodations to students with those needs
- Manage department resources such as funds, materials, and paraprofessionals
- Evaluate and implement effective curriculum for special needs students
- Work with high risk students to minimize behavioral issues
- Communicate student's needs and progress with parents/guardians
- Work with WISE goals
- Problem solve school issues
- Leader of the school's Multi-Disciplinary Team to monitor students academic and behavioral needs
- Testing coordinator for the high school for both ISAT and triennial CBM testing which includes ensuring all students that are required to test do so and that students with accommodations receive them
- Monitor compliance of school and Special Education laws, especially student privacy

AFEA President/Member of Negotiating Team
American Falls School District, American Falls, ID
December 2010-Present
- Support teachers and express their desires to the school board
- Report AFEA events to the school board
- Attend IEA meetings and trainings
- Work with district financial officer to determine budgets
- Create innovative ways to satisfy teachers wants while working within the districts budget

Educational Background

Masters in Educational Leadership and Administration
Idaho State University, Pocatello ID. May 2017

Bachelor's of Science in Secondary Education
Endorsements: Health and Physical Education.
Brigham Young University-Idaho, Rexburg ID. Dec. 2003

Endorsement: Special Education K-12
Lewis and Clark State College, Lewiston ID. July 2006

Jason Wendell Stucki
P.O.Box 331
American Falls, Idaho 83211
(208)226-7855
anirtak5150@aol.com

References:

    Employment:

Jeff Reed
Past Principal
American Falls High School
American Falls, Idaho 83211
208-252-0760

Cliff Hart
Special Education Director
American Falls School District
American Falls, Idaho 83211
208-226-5008
cliffh@sd381.k12.id.us

Travis Hansen
Principal
American Falls High School
2966 South Frontage Road
American Falls, Idaho 83211
208-226-2531
travish@sd381.k12.id.us

    Academic:

Dr. Gary L. Storie
Department of School Psychology and Education
College of Education
Idaho State University
921 South 8th Avenue
Pocatello, Idaho 83209
208-282-4322
storgary@isu.edu

AMERICAN FALLS JOINT SCHOOL DISTRICT #381

827 Fort Hall Ave.
American Falls, ID. 83211
Telephone: (208) 904-2224

Mr. Cliff Hart
Special Education Director

February 22, 2018

RECOMMENDATION for Mr. Jason Stucki for a Position on the Education Professional Standards
Commission

     Mr. Jason Stucki has served as a special education resource teacher at American Falls High School for the past 10 years. His duties encompass the following leadership roles; acting American Falls High School Special Education Department Chair; oversees all Special Education Students' class schedules throughout the school year by working with the school counselor, parents and individual students, oversees the State Assessment protocol along with coordinating the district's monitoring system at the high school, and is the high school chairperson for both the Multi-Disciplinary Team and Response to Intervention team.

     As the chairperson for both the MDT and RTI teams, he has shown to be very ethical and professional in handling very confidential information about at-risk students at American Falls High School. Mr. Stucki has shown to be a solid student advocate and effective team leader by collaborating with the various team members in gathering relevant data to analyze along with utilizing this data to design an appropriate action plan for each referred at-risk student.

     As his supervisor, I have found Mr. Stucki to be an exceptional professional. He is extremely focused on the needs of each individual child under his care along with working closely with individual parents or guardians to ensure their child's school progress is meaningful and successful. As an instructor in the special education field at American Falls High School he has shown the intuitive nature in solving difficulties that a rise in a classroom setting through a collaborative process.

     Based upon my review of Mr. Stucki's past evaluations and his general record here at American Falls School District, I have no reservations in endorsing his application for a position with the State Department of Education Professional Standards Commission. You may call upon me, (208) 904-2224, at your convenience for further feedback regarding any questions in respects to his educational knowledge, leadership abilities and collaborative skills in working as a member within a decision making team.

Sincerely,

Cliff Hart
Director of Special Education

Melanie C. Redwater

1869 Falcon Circle East, Pocatello, ID 83204

~Cell: (505)399-8896 ~ redwater34@gmail.com

**EARLY CHILDHOOD/ELEMENTARY K-8/SPECIAL EDUCATION K-12/ADULT –
FAMILY EDUCATION PROGRAMS, Other related education progams**

* My objective is to attain a position within your school/organization.

*Goal-oriented enabler of creativity in children, seeking new opportunities in elementary & special education for building positive social behaviors and improving self-esteem.

*Firm, positive leader with excellent rapport among faculty, administration, students and parents. I am hard working and a dedicated role model. Knowledgeable in early childhood and school age children with their learning abilities at different age levels.

*Skilled in selecting and adapting best teaching materials for classroom use, with unique mix of experiences & knowledge to help students be attentive & develop into life-long learners.

*Developer of multisensory lesson plans that increase student performance and love learning. Able to bridge student lesson subjects to real life situations.

*Personable and empathetic, with great sense of humor and ability to bring out the best in others: pursues collaboration with colleagues in teaching difficult children with difficult situations.

*Proficient in PC/Macintosh software, including Microsoft Vista. Skilled in browsing Internet for educational resources & research.

*Strengthen family-school-community connections.

*Support and celebrate the unique and linguistic diversity of each student.

EDUCATION

*Master in Education	University of Mary
Special Education - Learning Disabilities	Bismarck, ND – 2017
*Bachelor of Science in Education	Sinte Gleska University
Elementary Education K-8	Mission, SD 2006
Special Education K-12	
*2yr. Applied Associate of Science	United Tribes Technical College
Early Childhood Education	Bismarck, ND 1996

PROFESSIONAL EXPERIENCE

~ Stoddard Elementary - Blackfoot School Dist. #55, Blackfoot, ID   08/16-current

K-5 Special Education teacher

*Teach learning disabled children with inclusion/exclusion activities.

*Implemented modified curriculum & lesson plans for reading, math areas; assess student development and participated in evaluations.

*Balance whole group & small group instruction to accommodate different academic levels and learning styles.

*Participate in all aspects of IEP annual review process and provide parents with student development reports.

*Collaborate with other teachers to share ideas and solutions as well as classroom management skills.

~ Standing Rock Community Schools, Fort Yates, ND

Gifted & Talented Coordinator/Elementary GT teacher/Kindergarten teacher

08/14-05/17

*Assessed and taught students that were eligible for our G/T program.

*Coordinator duties/paperwork.

*Junior and National Honor Society adviser.

*Assist with our elementary, middle, and high school student councils.

*Taught Kindergarten – prepared lesson plans taught and prepared students to onto 1st grade.

~ Dizlth Na O Dith Hle Community School, Bloomfield, NM

FACE Coordinator/Adult education/early childhood teacher

08/12 – 05/14

*Prepare student to take their GED tests.

*Work with young adults on their job, life, and computer skills.

* Assist with culture lessons.

*Assist young adults on working towards their goals. Assisted in them with paperwork so they get into different programs they may qualify for.

*Taught early childhood to preschool age children

~ Baca/Dlo ay azhi Community School, Prewitt, NM   08/10-05/12

K-3 Special Education teacher

*Teach learning disabled children with inclusion/exclusion activities.

*Implemented modified curriculum & lesson plans for reading, math areas; assess student development and participated in evaluations.

*Balance whole group & small group instruction to accommodate different academic levels and learning styles.

*Participate in all aspects of IEP annual review process and provide parents with student development reports.

*Collaborate with other teachers to share ideas and solutions as well as classroom management skills.

~Theodore Jamerson Elementary, UTTC - Bismarck, ND   12/07-07/10

FACE Program - Early Childhood Classroom teacher

*Knowledgeable about the characteristics of young children their culture and language and working with their parents.

*Implementation of High/Scope approach and utilization of FACE Early Childhood Standards.

*Helps to develop and publicize our program for the FACE participants.

*Help with assessment/testing in reading for the Theodore Jamerson Elementary.

~Tiospa Zina Tribal School   08/06-08/07

K-2 Special Education teacher

*Teach learning disabled children with inclusion/exclusion activities.

*Implemented modified curriculum & lesson plans for reading, math areas; assess student development and participated in evaluations.

*Balance whole group & small group instruction to accommodate different academic levels and learning styles.

*Participate in all aspects of IEP annual review process and provide parents with student development reports.

*Collaborate with other teachers to share ideas and solutions as well as classroom management skills.

<u>REFERENCES</u>

Annette Beyer, Standing Rock HS, Instructional Coach

Fort Yates, ND

701-425-1553

Edwin Edpalina, Standing Rock ES, Gifted Talented Teacher

Fort Yates, ND

917-865-9359

Bernadette Daunhauer, Principal, Standing Rock HS

Ft. Yates, ND

701-854-9048

TOPHER WALLAERT

890 W 9th S
Mountain Home, ID 83647

805-441-5003
Twallaert83@gmail.com

ELEMENTARY TEACHER

Dynamic and enthusiastic team player with

Creative Instructional Strategies ◆ Exceptional Management skills ◆ Positive Work Philosophy

KEY QUALIFICATIONS

- ◆ Creates positive relationships with students and colleagues
- ◆ Effective classroom management
- ◆ Leader and manager of youth and volunteer groups
- ◆ Proficient knowledge and experience with technology

- ◆ Successful experience in a multitude of environments
- ◆ Group and individual learning
- ◆ Applies employer expectations
- ◆ Enthusiastic team player and colleague

"Topher is enthusiastic about life....personable and approachable. He treats his students with respect and develops a rapport with them easily and quickly."
Vicki Abbate, University Supervisor

"Topher has done a great job... preparing engaging lessons that meet the diverse needs of all learners."
Tim Hayes, 6th Grade Cooperating Teacher

"He has an almost innate understanding of what makes students and colleagues 'tick.'"
Dr. Deborah J. Miller, Ed.D, Teacher Education Program Director

EDUCATION

Master of Arts in Teaching/Education
Multnomah University, Portland OR

May 2011

- ◆ Completed two authorization levels: Elementary and Middle Level Math with a GPA of 3.77.
- ◆ Received Oregon State Elementary Certification in July 2011.
- ◆ Received Idaho State Elementary (K-8) Certification in August 2011.
- ◆ Received MTI Certification July of 2012.
- ◆ Received GLAD Certification April of 2013.

Bachelor of Arts in Bible and Theology
Multnomah University, Portland OR

December 2008

- ◆ Minor in Pastoral Ministry.

Associate of Arts in General Education
Mt. Hood Community College, Gresham OR

June 2006

TEACHING EXPERIENCE

5th Grade Teacher
Hacker Middle School, Mountain Home, Idaho

2012-Current

- ◆ Affectively taught 5th grade upholding state standards
- ◆ Responsible for all instructional activities which includes:
  - o Planning and teaching lessons according to state standards
  - o Grading student work and giving feedback
  - o Tracking student's academic levels
  - o Designing and administering assessments
  - o Differentiating lessons for students

TOPHER WALLAERT

Page 2

- Successfully manages a class with 32 students
- Successfully coordinate and manage a monthly Movie Night which included the students and their families from my classroom
- Team lead for Common Core State Standards
- Coached JV Volleyball and JV Softball (2012-2015)
- Designed and implemented a Community Service Project during the 2013/2014 school year
- Member of the MHEA bargaining team

4th and 5th Grade Combo Teacher
Meadows Valley School, New Meadows, Idaho   2011-2012

- Affectively taught 4th and 5th grade upholding to state standards
- Responsible for all instructional activities which included:
    - Planning and teaching lessons according to state standards
    - Grading student work
    - Tracking student's level of academics
    - Designing and administering assessments for all classes
    - Differentiating lessons for students
- Successfully coordinated and managed a Homework Club for both grades
- Successfully managed a class with 23 students
- Coached JV Volleyball

Volunteer Firefighter
Mountain Home, Idaho   2012-Current

- Completed 140+ hours of training
- Certified as Fire Fighter 1
- Attends business meetings and trainings 3 times a month
- Work with 32 other fellow firefighters

Youth Leader / Teacher
Mountain Home Church of the Nazarene, Mountain Home ID   2014-Current

- Prepare lessons, teach every week, maintain classroom control

OTHER SKILLS

Computer and Technology
- Windows and MAC OS, as well as Apple and Microsoft Office Applications
- Smartboard Technology

REFERENCES

- Terri Sanders   Fellow Teacher   208-409-9470
- Lonnie Smith   Administrator   208-867-7933
- Alan Bermensolo   Fire Chief   208-590-0105

To the Idaho Education Association Board of Directors:

C. S. Lewis once said, "The task of the modern educator is not to cut down jungles, but to irrigate deserts." Students are valuable, and without proper help, guidance, and care, a thriving student can become an empty desert. As an educator, my job is to ensure the continual growth of flourishing students, but also cultivate the students that have lost their passion and desire to learn. Students are valuable and are an important, significant piece to our world. Without love and guidance, a valuable piece of our world will be lost.

My passion as a teacher doesn't come from lesson planning, summer break, or a paycheck. My passion comes from the 32+ students that fill my classroom. I want my students to make mistakes, learn from them, and better themselves every day. I want my students to be academically, emotionally, and socially secure. I want them to be okay with being "themselves." I want my students to learn hard work, responsibility, respect, accountability, and integrity. I want my students to learn that their actions dictate their character, and that their character is determined by their choices. I want them to see the value that they have in this world, and that every one of them have something to offer. I want them to embrace diversity, and accept others for their differences. I want to see my students rise above hardship and choose to succeed in every situation. I want them to know that they are loved and cherished.

Every classroom should be driven by the success of the student. One way this must take place is through the professionalism within the educational community. Teachers and administrators need to be held accountable for their actions and choices inside and outside of the learning community. This is not always an easy task, and many times can be difficult to adhere to. However, it is the students that we need to protect. Without safe, encouraging, and proper educators in the classroom, students will never be able to reach their full potential in the classroom. Respectful educators are the guiding force behind a rewarding education. Because of this, educators need to be help to proper standards and accountability.

Our character is determined by our actions, and our actions are driven by our choices. Accountability and responsibility need to be the driving force behind every professional educator. I would like the opportunity to serve on the Professional Standards Commission in order to ensure that students are receiving a safe and rewarding education. The classroom needs to be the environment in which students are encouraged to explore, research, navigate, and inquire about the world around them. How can we best take care of the lush gardens, but also cultivate the dry deserts if we don't have educators who are not held accountable for the choices they make?

Sincerely,

Kristopher Wallaert

Exhibit J 6-2017
Date submitted 2-2016

APPLICATION FOR PROFESSIONAL STANDARDS COMMISSION

Name _Kristopher "Topher" Wallaert_   School _Hacker Middle School_

Home Address _890 W 9th S_   Sch. Address _____

City _Mtn. Home_ Zip Code _83647_   City _Mtn. Home_ Zip _83647_

Home Ph. _805-441-5003_   Sch. Ph. _____

E-mail Address _Wallaert_kk@mtnhomesd.org_

PSC Position applied for: (check one)
(a) ___ Secondary classroom teacher   (b) _✓_ Elementary classroom teacher
(c) ___ Special education teacher   (c) ___ Pupil personnel services
(d) ___ Exceptional child education

PROFESSIONAL INFORMATION

Current certificate(s) [Include endorsements with expiration dates]

Type	Expiration Date
Idaho State Elementary K-8	2019
MTI Certification	—
GIAD Certification	—

Education Background [Degrees and places obtained]

Degree	School
Masters of Arts in Teaching	Multnomah University
B.A. in Bible and Theology	Multnomah University

Professional Experience [Date, place and position]

Date	Place	Position
2012-Current	Mtn. Home SD	5th grade teacher
2011-2012	New Meadows SD	4th + 5th grade combo. teacher

(over)

Professional Associations and related activities other than IEA/NEA (including offices)

MHEA Bargaining team member

Community Involvement (Please list all community service or other community activities in which you have been involved and dates)

Volunteer firefighter

Sunday School teacher (5th-6th)

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position? YES ✗ NO __.

Applicant's signature _____

Please attach resume, three (3) references, and statement of commitment to the profession.

Please keep file active
1 yr _____ 2 yr._____ NO _____.   1/07

Exhibit J

Date submitted__February 27, 2018_____
APPLICATION FOR
PROFESSIONAL STANDARDS COMMISSION

Name_____Angela Gillman_____ School___Westside Elem. Idaho Falls__

Home Address___1209 Blue Bird Lane_____ Sch. Address_2680 Newman Dr_

City__Idaho Falls____ Zip Code__83402__ City__Idaho Falls_ Zip_83402___

Home Ph.___208-201-0846_____ Sch. Ph.____208-525-7666___

E-mail Address_____gillange38@hotmail.com_____

PSC Position applied for: (a) ___ secondary classroom teacher
(check one) (b) _x__ elementary classroom teacher
(c) ___ pupil personnel services
(d) ___exceptional child education

PROFESSIONAL INFORMATION

Current certificate(s) [Include endorsements with expiration dates]

Type	Expiration Date
_____Standard Elementary K-8_____	____8-31-2018_____
	___currently recertifying_

Education Background [Degrees and places obtained]

Degree	School
____Bachelor Degree of Arts_____	___Lewis-Clark State College_
____Associate Degree of Arts____	_____BYU-Idaho_____

Professional Experience [Date, place and position]

Date	Place	Position
__1997-2005___	_____Twin Falls, Idaho Dist. 411_	____3rd/4th grade__
__2005-current___	_____Idaho Falls, Idaho Dist. 91___	_____1st/2nd grade_

(over)

Professional Associations and related activities other than IEA/NEA
(including offices)

TFEA (Twin Falls Education Association) Building Rep, Exec Treasurer/
Secretary, State Delegate

IFEA (Idaho Falls Education Association) Building Rep, K-3 Exec Rep,
Elect/President, Negotiation Team, Rights Committee Member, Crisis Committee
Member, Educational Task Force Committee Member,

District Communications Lead keeping contact with district/media on positive
events at Westside

Teacher Evaluation Committee for constant realignment of evaluations to state
guidelines and presenting new changes to teachers

Community Involvement (Please list all community service or other community
activities in which you have been involved and dates)

Local Fun Run events sponsored by Koko Fit Club and Bills Bike Shop

Team Lead with Annual High School Food Drive involving elementary schools

The Professional Standards Commission meets as many as six (6) times a year.
Each meeting spans two days. Additionally, Commission members may be asked
to attend public meetings, attend State Board of Education meetings, and
present at regional or state meetings. Will you be able to give the required yearly
time to this position? YES _X_ NO __.

Applicant's signature _Angela Gillman_

Please attach resume, three (3) references, and statement of commitment
to the profession.

Please keep file active
1 yr.___ 2 yr._X_ NO ___.

(16)1111

Statement of Commitment to the Profession

Applying for Professional Standards Commission Member

My name is Angela Gillman and I'm writing to request consideration to become a part of the Professional Standards Commission Board. I bring 21 years of personal general classroom experience in Idaho's public school system. I have been interested and seeking a position on the PSC for the last several years and am now at the point in my life that I have the time and capacity to participate. My growing interest has increased as I have attended IEA law classes and worked with IEA attorney, Paul Stark. My passion is the classroom and opportunities that public schools bring our children.

I am seeking this position of being member of the PSC to grant me the opportunity to be a positive and active participant in the quality of our public schools through the certification process and critique of Idaho's public teachers and their certification. As educators, we have a responsibility to not only remain highly qualified, professional, and innovative, but to hold our cohorts and those we teacher with and around to the same high standards. Our communities are as great as our education system teaches and shows them to be. Our children all need the support of all staff members to have the skills and support they need to create our great future of Idaho and this can only be accomplished by holding firm standards to the educators that teach them through meeting multiple students' needs and create both formal and informal learning plans for their growth academically, behaviorally, and socially. My many years in the classroom gives me a solid foundation to relate to learning challenges in the classroom and developing both realistic and appropriate goals for success as well as the challenges teachers have in balancing their everyday lives. I have experienced some traumatic life challenges myself, so I would like to think I can relate to the weight of remaining professional while life becomes challenge-ridden. I have been the teachers' Association leader in such positions as negotiator, president elect, president, member rights advocate, and elementary representative which have strengthened not only my leadership skills but the foundation I have to be solutions oriented utilizing both organizational skills and work analytically with groups of people. I have been able to help many of our local educators with issues and concerns pertaining to their teaching in their classrooms and feel highly effective, in the end, supporting our great community of Idaho Falls with GREAT educators.

I would love to have the grand opportunity of having such an impact on a larger scale on the PSC. I have contemplated this advancement for nearly five years now and feel a strong desire to be a specific part of a collaborative group and effort to support and defend Idaho public education and it's highly qualified teaching staff. Thank you for your time and consideration as you review my application.

Angela Gillman

Currently Idaho Falls Westside Teacher 2nd grade

Angela Gillman

1209 Bluebird Lane, Idaho Falls, ID 83402
gillange38@hotmail.com
Ph: 208-201-0846

Professional Summary

Seasoned teacher with more than 19 years of experience in two Idaho Public School Districts . Excellent critical thinking and communication skills. Track record of achieving exceptional results in meeting students learning needs of multiple and varied levels and leadership.

Skills

Coordination: time management, define specific purpose and intent	Monitoring student data, behavior, evaluations/reevaluations
Judgment and decision making using critical thinking	Critical thinking: attention to detail, innovative ideas
Instructing/mentoring student teachers and new teachers	Public speaking, team collaboration, parent conferences
Active listening to create shared concern and understanding	

Experience

Elementary Teacher Twin Falls & Idaho Falls (current) Districts   *Idaho Falls, ID*
Elementary Teacher   *Aug 1997-Present*

- Instruct students individually and in groups, adapting teaching methods to meet students' varying needs, abilities and interests.
- Observe and evaluate children's performance, behavior, social development, and physical health.
- Establish and enforce rules for behavior, and policies and procedures to maintain order among students.
- Demonstrate activities to children.
- Establish clear objectives for all lessons, units, and projects, and communicate those objectives to children.
- Prepare materials, classrooms, and other indoor and outdoor spaces to facilitate creative play, learning and motor-skill activities, and safety.
- Identify children showing signs of emotional, developmental, or health-related problems, and discuss them with supervisors, parents or guardians, and child development specialists.
- Meet with parents and guardians to discuss their children's progress, and to determine their priorities for their children and their resource needs.
- Organize and lead activities designed to promote physical, mental, and social development such as games, arts and crafts, music, and storytelling.
- Confer with parents or guardians, other teachers, counselors, and administrators to resolve students' behavioral and academic problems.

- Prepare and implement remedial programs for students requiring extra help.
- Maintain accurate and complete student records, and prepare reports on children and activities, as required by laws, district policies, and administrative regulations.
- Confer with other staff members to plan and schedule lessons promoting learning, following approved curricula.
- Meet with other professionals to discuss individual students' needs and progress.
- Prepare, administer, and grade tests and assignments to evaluate children's progress. Create plans for reteaching based on evaluations.
- Supervise, evaluate, and plan assignments for teacher assistants and volunteers.
- Attend professional meetings, educational conferences, and teacher training workshops to maintain and improve professional competence.
- Administer standardized ability and achievement tests, and interpret results to determine children's developmental levels and needs.
- Attend staff meetings, and serve on committees as required.

Idaho Falls Teachers' Association   *Idaho Falls, ID*
Idaho Falls Education Association President Elect/President   *Jun 2012-Jun 2016*

- Confer with board members, organization officials, or staff members to discuss issues, coordinate activities, or resolve problems.
- Serve as liaisons between organizations, shareholders, and outside organizations.
- Review and analyze legislation, laws, and public policy, and recommend changes to promote and support interests of both the general population and special groups.
- Negotiate or approve contracts or agreements with school board and administrations which include educator needs.
- Preside over or serve on boards of directors for IEA, designated committees, or other governing boards both at local, state, national levels.
- Make presentations to legislative or other government committees regarding policies, programs, or public opinion.
- Refer major policy matters to administration thus working collaboratively for positive solutions for both sides in final decisions.
- Deliver speeches, write articles, or present information at annual meetings or national conventions to promote quality public education for every child.
- Conduct or direct investigations or hearings of employee rights issues to resolve complaints or violations of contracts.
- Prepare bylaws approved by elected officers and ensure that bylaws are enforced.

Education

Lewis-Clark State College   *Lewiston, ID*
Bachelor of Arts: Elementary Education   *May 1997*

Brigham Young University-Idaho   *Rexburg, ID*
Associate of Arts: Elementary Education   *Dec 1995*

To Whom It May Concern,

Ms. Angela Gillman has been my friend and colleague for the past 6 years. It is my honor to write this recommendation for her to serve as a member of the Professional Standards Committee. Not only is Angela an exceptional educator, but she also empowers others to improve their practice while knowing their rights and responsibilities as educators. She is analytical, collaborative, and is truly an advocate for teachers and due process.

Angela goes above and beyond what is asked of our educators to find new ways to improve her practice. Visiting her classroom truly is an experience, and I always have a difficult time leaving. I know she would be a valuable asset to the Professional Standards Committee because of her own dedication to her professional responsibilities. She is ethical, fair, and professional with students, staff members, parents, and administrators. She is highly respected in Idaho Falls School District #91 for her performance in the classroom as well as her activism in education.

Besides being an outstanding teacher, I have seen Angela grow as an individual through her involvement with the IFEA and IEA. The Association has empowered her to be a voice for all educators, and she exercises her voice often with respect and compassion. She has strengthened the relationship between our Association and School Board, and is often recognized for her leadership throughout Idaho Falls School District #91. Even though I am Angela's supervisor, I am constantly learning how to be a better leader by following her example.

Thank you for considering Ms. Angela Gillman for the Professional Standards Committee. Her unique skill set and strong character make her the perfect candidate for this position. Please feel free to contact me with any questions at (208) 970-2325 or teskfran@d91.k12.id.us.

Sincerely,

Frances Teske
Principal, Westside Elementary
Idaho Falls School District #91

Mark Morgan

722 Brandon

Idaho Falls, ID 83402

morgmark@cableone.net

February 23, 2018

To Whom it May Concern:

I heartily recommend Angela Gillman for a position on the Professional Standards Committee. I have worked with Ms. Gillman for several years both in our school district and on committees for the Idaho Education Association and during our work together she has consistently shown several characteristics that would be valuable to your work on the PSC.

Professionalism: Angela is always on time, engaged in the meeting and ready to contribute. Her professionalism is also seen in her commitment to our Teacher's contract and to the process that the contract entails. I have seen her explain to many groups that the process of the contract must be followed regardless of personal feelings on a matter.

Collaboration: Angela is committed to working with groups from different viewpoints and bringing them to consensus, even if it meant "agreeing to disagree". She has great ability to draw people in and get them to voice their opinion and thoughts on an issue to ensure that all voices are heard in a discussion.

Confidentiality: Angela can be counted on the observe and respect sensitive issues. I know of several issues that were brought to her when she was our I.F.E.A. president, and I know the issues were resolved but I don't know how or what happened because Angela can be counted on to respect the privacy of others.

In closing, I am sure that Angela Gillman would be an excellent member of the Professional Standards Committee.

Sincerely,

Mark Morgan

February 27, 2018

Dear PSC Application Screener,

I'm writing this letter of recommendation for Angela Gillman's consideration on the Idaho PSC. I first met Angela when I taught her daughter in kindergarten. She was a very conscientious mother and was concerned about her child's well being physically, emotionally and academically. For the past eight years I have had the privilege of working with Angela as second grade colleagues. We have worked closely together as a professional learning team. I have observed her work with students, colleagues, and parents. Angela is an outstanding teacher with a great understanding of effective teaching principles and strong leadership skills. I believe she has the intellectual ability and self-determination to excel in, and successfully collaborate on the PSC as an exemplar participant.

Angela is a well-known leader at Westside and in our district through a variety of collaborative opportunities. Angela arranged for our second grade team to collaborate with our district math coach and meet frequently with the coach to discuss and implement new strategies to help build a better understanding of math concepts to incorporate more problem solving strategies and discussions in our math curriculum. Angela has been a cooperating teacher for several student teachers. She sets high expectations and then provides the encouragement and feedback they need to successfully complete their student teaching. The teachers that she has mentored have been hired by our district and they continue their successfully teaching career. Angela also served as the Idaho Falls Education Association president for three years where she lead the teachers and continually worked for improvements for teachers as well as the students.

Angela is a highly qualified candidate for Idaho PSC through a few of these activities among endless others. We need more candidates with public school teaching and teacher advocacy experience like Angela to fill Idaho's highly qualified PSC Committee.

Sincerely,

Irene M. Nukaya

Date submitted_____

APPLICATION FOR
PROFESSIONAL STANDARDS COMMISSION

Name: Kristin Burns

School: Heyburn Elementary

Home Address:965 Cassandra Hills Rd.

Sch. Address: 1405 Main Ave.

City: St. Maries   Zip Code: 83861

City: St. Maries Zip: 83861

Home Ph: (208) 661-0064

Sch. Ph.: (208) 245-2025

E-mail Address: alger416@gmail.com

PSC Position applied for: (a) ___ secondary classroom teacher
(check one)   (b) __X elementary classroom teacher
                                            (c) ___ pupil personnel services
                                            (d) ___exceptional child education

PROFESSIONAL INFORMATION

Current certificate(s) [Include endorsements with expiration dates]

Type	Expiration Date
Standard Elementary Certificate	8-31-2020

Education Background [Degrees and places obtained]

Degree	School
Bachelor of Science Elementary Education	Lewis-Clark State College

Professional Experience [Date, place and position]

Date	Place	Position
2010-Present	Heyburn Elementary	2nd Grade Teacher
2007-2010	Heyburn Elementary	1st Grade Teacher
2006-2007	Heyburn Elementary	Kindergarten Teacher

Professional Associations and related activities other than IEA/NEA
(including offices)

Heyburn Elementary Response to Intervention Coordinator 2012-Present

Skyward RTI Module Programmer for District 2012-Present

School Improvement Team Member 2012-2015, 2017-Present

Community Involvement (Please list all community service or other community
activities in which you have been involved and dates)

Greater St. Maries Youth Soccer Association Registrar 2015-Present

Kids Inspire Change Community Improvement Committee Member 2017-Present

Parent Teacher Organization (P.T.O.) Chopper Fun Run Coordinator 2014-2017

St. Joe River Marathon Committee Member 2012-2013

The Professional Standards Commission meets as many as six (6) times a year.
Each meeting spans two days. Additionally, Commission members may be asked
to attend public meetings, attend State Board of Education meetings, and
present at regional or state meetings. Will you be able to give the required yearly
time to this position? YES _x_ NO __.

Applicant's signature_____

**Please attach resume, three (3) references, and statement of commitment
to the profession.**

Please keep file active
1 yr.___ 2 yr._x_ NO __.   (16)1111

KB

KRISTIN BURNS
EDUCATOR

EXPERTISE/ LEADERSHIP

Response to Intervention Coordinator (RTI) 2012-Present
- Schedule and facilitate grade level meetings
- Analyze data
- Manage meeting records
- Attend district level meetings and trainings
- Collaborate on District RTI Handbook, forms, procedures, flowcharts
- Manage Skyward RTI data
- Attended 8 state level RTI Institute Trainings

Skyward RTI Module Programmer 2012-Present
- Set-up and maintained RTI component in Skyward
- Update interventions and student data

STAR 360 Reporting 2016-2018
- Access grade level reports
- Analyze data with grade level teams

EXPERIENCE

2ND GRADE TEACHER • HEYBURN ELELMENTARY • 2010-PRESENT
Planned, prepared, taught, and evaluated lessons for students
- Communicate with administrators, teachers, and support staff to promote student academic success
- Participate in a cohesive collaborative grade level team
- Administer formal and informal assessments, both summative and formative
- Develop and piloted standards based report card
- Pilot strategic switch reading intervention model
- Encourage parent involvement in the classroom

1ST GRADE TEACHER • HEYBURN ELEMENTARY • 2007-2010
Planned, prepared, taught, and evaluated lessons for students
- Communicated with administrators, teachers, and support staff to promote student academic success
- Encouraged parent involvement in the classroom
- Mentored two first year teachers

KINDERGARTEN TEACHER • HEYBURN ELEMENTARY • 2006-2007
Planned, prepared, taught, and evaluated lessons for students in half day, double session format
- Communicated with administrators, teachers, and support staff to promote student academic success
- Encouraged parent involvement in the classroom

KINDERGARTEN/MIDDLE SCHOOL TEACHER • UPRIVER ELEMENTARY • 2006
Morning Kindergarten and afternoon Middle School Science and Geography Teacher
Planned, prepared, taught, and evaluated lessons to students
- Communicated with administrators, teachers, and support staff to promote student academic success
- Encouraged parent involvement in the classroom

✉
ALGER416@GMAIL.COM

📞
208-661-0064

KB

KRISTIN BURNS
EDUCATOR

EXPERTISE/ LEADERSHIP CONT.

School Improvement Team Member 2012-2015, 2017- Present
- Planned and implemented the Title I Schoolwide Improvement Plan

Textbook Adoption Committee
- Math Adoption - 2010
- Science Adoption - 2012

District Professional Development Committee
- Developed Late Start Proposal and Calendar - 2016
- Professional Development Committee Member - 2012

Standards Based Assessment 2016-2017
- Researched standards based recording models
- Created standards based report card
- Developed standards based report card assessments
- Piloted standards based assessments and report cards

EDUCATION

BACHELORS OF SCIENCE IN ELEMENTARY EDUCATION • 2005 • LEWIS-CLARK STATE COLLEGE
- GRADUATED WITH HONORS- CUM LAUDE

CONTINUING EDUCATION CREDITS • 2006 -PRESENT
- Response to Intervention (RTI) 2014-2015
- Effective Use of the Framework (Danielson) 2013
- Next Steps (Reading Interventions) 2010
- Mathematical Thinking 2010
- Charlotte Danielson Teaching Framework 2009
- Symbolic Imagery (LindaMood-Bell Seeing Stars) 2007
- Developing Phonemic Awareness (LindaMood-Bell Lips) 2006

VOLUNTEER EXPERIENCE

Kids Inspire Change (K.I.C.) Community Improvement Committee Member 2017-Present

Greater St. Maries Youth Soccer Association Registrar 2015-Present

Parent Teacher Organization (P.T.O.) Chopper Fun Run Coordinator 2014-2017
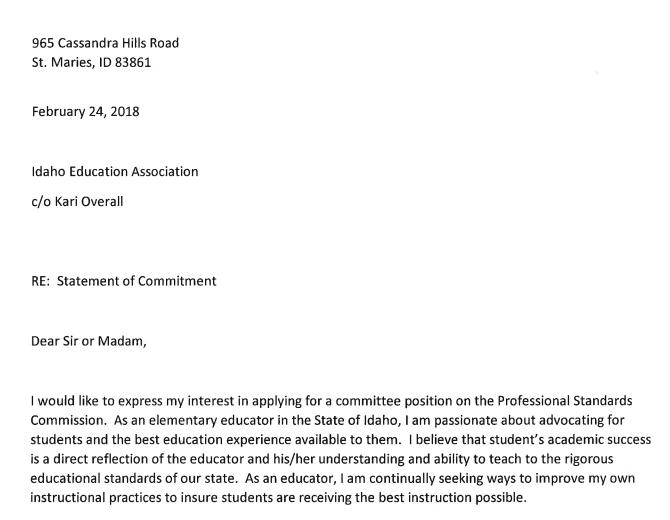
St. Joe River Marathon Committee Member-Youth Run Coordinator 2012-2013

ALGER416@GMAIL.COM

208-661-0064

965 Cassandra Hills Road
St. Maries, ID 83861

February 24, 2018

Idaho Education Association

c/o Kari Overall

RE: Statement of Commitment

Dear Sir or Madam,

I would like to express my interest in applying for a committee position on the Professional Standards Commission. As an elementary educator in the State of Idaho, I am passionate about advocating for students and the best education experience available to them. I believe that student's academic success is a direct reflection of the educator and his/her understanding and ability to teach to the rigorous educational standards of our state. As an educator, I am continually seeking ways to improve my own instructional practices to insure students are receiving the best instruction possible.

As a twelve year teaching veteran, I would welcome the opportunity to support student learning and success in a broader capacity. I look forward to increasing my personal knowledge and am excited about the professional growth and collaboration opportunities associated with this position. Thank you for your consideration of my application. If you have any questions or need additional information, please feel free to contact me.

Sincerely,

Kristin A. Burns
208-661-0064
Alger416@gmail.com

Kristin Burns
965 Cassandra Hills Road
St. Maries, ID 83861
208-661-0064
alger416@gmail.com

REFERENCES:

Tammi Masters
Heyburn Elementary Principal
St. Maries Joint School District
1405 Main Ave.
St. Maries, ID 83861
208-245-2025
tmaster@sd41.org

Relationship: Building Principal 2017-Present

Staci Truscott
Federal Programs Director
St. Maries Joint School District
240 S. 11th Street
St. Maries, ID 83861
208-245-2500
struscott@sd41.org

Relationship: Current RTI Committee Co-member, former Principal, and teaching colleague

Kathy Davis
6th Language Arts Teacher, St. Maries Middle School
St. Maries Joint School District
1315 Jefferson Avenue
St. Maries, ID 83861
208-245-3495
kdavis@sd41.org

Relationship: District RTI Committee Co-member

Paul D. Collins

(208) 892-4814   pcollins@moscowcharterschool.org

Education

Bachelor of Science in Elementary Education; Minor in Horticulture, 2010 University of Idaho
Enrolled in Educational Leadership Master's Program- University of Idaho

Professional Development, Credentials, Organizations, and Awards

- Presenter:
  Google Transform '15 Conference, Boise, Idaho   2015
       "Google Slides- Collaboration in the Classroom"
  Google Transform '16 Conference, Idaho Falls, Idaho   2016
       "Document Based Inquiries"

- Idaho Core Teacher Program- 2 Year Participant   2014 – '15, 2016-'17
- Little Red School House Award   1st Quarter '11, 4th Quarter '12
- Idaho Elementary K-8 Certification
- Praxis II Recognition of Excellence

Teaching Experience

Moscow Charter School, Moscow, Idaho

o Middle School Science (Grades 6-8)   2014 - Present
   Elective Courses: Keyboarding, Drafting, Study Skills, PE/Health

   Created and implemented science. Science instruction focused on Earth, Physical and Life Sciences for all
   grades. Partnered with University of Idaho College of Education "Warm the Water" and Idaho Fish and
   Game "Trout in the Classroom" Programs. Extensive technology integration in Google Drive and Google
   Classroom. Maintained classroom webpage for parental notification and involvement. Performed "acting
   principal" role on an as-needed basis for middle school grades. Served as Social Studies teacher for grades 6-
   8 during the 2014-2016 school years.

o Plant Club Advisor (Grades K-8)   2013 - Present
   Provided extracurricular instruction in horticulture-based plant sciences weekly. Used hydroponics and
   traditional growing methods to conduct studies of herbs, vegetables, houseplants, and herbaceous annuals
   and perennials with students.
   2014 Palouse Prairie Foundation Grant Recipient- grew, studied, and established a Palouse Native Plant
   Garden.

o Science/Social Studies Teacher (Grades 5-7)   2013-2014
   Created and implemented science and social studies curricula. Science instruction focused on Earth, Physical
   and Life Sciences for all grades.

Building Blocks Child Care, Pullman, Washington

o Kindergarten Teacher   2010 - 2013
   Created and implemented Kindergarten curricula for Reading, Phonics, Math, Art, Science, Physical
   Education/Large Motor, and Social Studies. Oversaw family-style meals and monitored recess. Implemented
   curricula for Kindergarten/1st Grade after school program. Performed Lead Teacher role during Summer
   Program, including supervising swimming activities, field trips, and incorporating mufti-cultural curriculum
   for general K-1 subjects.

Vanessa Hylton

3519 18th Street, Lewiston ID 83501. (208)553-8145. vbhylton@gmail.com

Education:
Lewiston Clark State College, Bachelor of Science Degree – GPA 3.8, Literacy Endorsement K-12

Certifications:
- Praxis
- Idaho Elementary Teaching Certificate
- CPR Certification

Work Experience:

5th Grade Teacher at Moscow Charter School   **Moscow, ID (2014-current)**
- Created, developed, and implemented lessons based on Idaho Common Core Standards
- Integrated technology into curriculum areas whenever possible through the use of Smart Boards, Chromebooks, and ipads
- Engaged students in hands-on learning through real world math problems and science labs
- Administered testing, used Easy CBM for on-line assessment measures, progress monitored, and analyzed class performance to drive whole group and small group instruction
- Helped develop school-wide systems and procedure through my Positive Behavioral Interventions and Support (PBIS) classes

Long Term Substitute Teacher at Whitman Elementary School   **Lewiston, ID (3/5/14-5/19/14)**
- Implement classroom management for 2nd grade
- Assessed and analyzed student academic performance for 2nd and 3rd quarter
- Attend a participate in two Individual Education Plan meetings

Substitute Teaching at the Lewiston Idaho School District   **Lewiston, ID (2014)**
- Follow daily lesson plans written by the teacher
- Maintain an atmosphere conductive to learning
- Implement classroom management for different age groups

Teaching Internship at Whitman Elementary, in a 1nd and 2st grade looping environment   **Lewiston, ID** *(2013)*
- Taught group lessons implementing Common Core Standards and Idaho State Level Standards
- Assessed and analyzed student academic performance for 1st grade 1st quarter
- Implemented instruction for the after school program Extra Reading Time (ERT)

Finger Prints Children's Center and Tiny Toes Play & Learning Center Lewiston, ID **(Seasonal 2012 & 2013)**

Other Pertinent Experiences:
- Member and facilitator of the Positive Behavioral Interventions and Support (PBIS) team
- SBAC test administrator
- Participated actively in the Northwest Inland Writing Project (NIWP)
- Actively participate in a TESLA Science Course

References:
Tony Boneccelli, Principal of Moscow Charter School
Kathryn Bonzo, 4th grade educator at Moscow Charter School

Kelly Jo Fisk

781 W. Quail Circle, Blackfoot, ID 83221
208-680-7550, kfisk@bingham.academy

EDUCATION

Expected Dec. 2018	EdS, Education Specialist for the Superintendency, *in process* Northwest Nazarene University
Sept. 2015	Master of Science in Educational Leadership, *Graduated with Honors* Western Governors University Teachers College
April 2010	ABCTE Certification*, received score of Distinguished* American Board of Certification for Teacher Excellence
Dec. 1990	Bachelor of Arts Liberal Studies, Speech Communication, *Graduated Cum Laude* Undergraduate Teacher Preparation, California State University, Long Beach, CA
June 1988	Associate of Arts, Music Program, *Graduated with Honors* Pasadena City College, CA

ADMINISTRATOR EXPERIENCE

Current	Superintendent Internship Blackfoot Charter and Bingham Academy
2017-Now	Director of Business Operations & CTE Administrator Director of Human Resources Blackfoot Charter and Bingham Academy
2015-2017	Administrator on Duty as needed, BCCLC Middle School *Provide Administrative Coverage when principal is off property* *Teacher Recruitment at career fairs*
2014-2015	Administrator Practicum, Bingham Academy *Helped lead staff towards AdvancED Accreditation*
2014-2015	Administrator Practicum, Blackfoot Charter Community Learning Center *Helped launch Blackfoot Charter Middle School*
2010-2015	Administrator on Duty as needed, Blackfoot Charter *Provided Administrative Coverage when principal was off property* *including student discipline and leading staff meetings.* *Schedules: Created annual building schedules for computer labs, recesses, lunch, library, paraprofessionals, and teacher duties. Made ISAT testing schedule. Assigned students to Drop Everything Mini-Electives Schedule every 3 weeks.* *Designed plan for classroom locations when additional portables were installed.*

TEACHING/CLASSROOM EXPERIENCE

2015-2017   Teacher, Blackfoot Charter Middle School
5th - 8th Drama, Readers Theater
6th Math; 5th ELA, Social Studies; 7th/8th ELA

2010-2015   Teacher, Blackfoot Charter Community Learning Center
Primarily taught 4th and 5th grades, all subjects
Several years multi-grade classroom, 3rd-5th, 4th-6th
1 semester 3rd grade Science, 1 semester 3rd grade Social Studies

2009-2010   Long Term Substitute, Blackfoot Charter School
3rd - 5th multi-grade classroom

2007-2009   Substitute Teacher, Blackfoot School District K - 12th

Spring 2007   Daily parent volunteer for Mary Spiker, Idaho 2017 Teacher-of-the-Year
Irving Kindergarten Center, Blackfoot, ID

1990   Teacher Aide in 3rd grade for teacher preparation class, CSULB
Longden Elementary, Temple City, CA

COMMITTEE EXPERIENCE

2018   AdvancED Review Team Member

2007 -2011   Founder, Vice Chair of the Board
Idaho Science and Technology Charter School (ISTCS)
Served on Founding Board, Transitional Board, & Governing Board

2010   Idaho Charter School Network Programmatic Audit Team Member

1991-1992   Ritz-Carlton Quality Improvement Team Member

OTHER WORK EXPERIENCE

2007-2012   Worship Minister
Blackfoot First Baptist Church, ID

2000-2006   Director of Worship
Heritage Valley Christian Fellowship, Santa Paula, CA
Oversaw Music, Drama, Technology and Usher staffs.
Produced several multi-media Christmas shows.

1995-1999   Personal Assistant to Virginia Braun, Multi-Millionaire Socialite, Pasadena, CA

1992-1995   Executive Administrative Assistant
The Ritz-Carlton, Huntington Hotel
On the opening team for this Five Star, Four Diamond hotel.
Assistant to the two Executive Assistant Managers of a staff of 600.
Maintained confidentiality of high-profile guests, took meeting minutes at weekly
board meetings, met with wine vendors, ordered office supplies, kept payroll hours for
66 kitchen employees. Coordinator with corporate headquarters for international
simultaneous Cigar Smoker events.

1991-1992   Department Manager
Interviewed, hired and trained employees.
Handled guest complaints in a positive manner; received many thank you notes.
Attended in-house Manager training and Quality Improvement training seminars.
Served on a QIT (Quality Improvement Team) when the hotel won the coveted
***Malcolm Baldrige Award**.*

1987-1991   Property Manager
Music Theatre of Southern California, San Gabriel, CA
Managed props and trained and managed crew for large Broadway style
productions, including 600 props for Peter Pan without error.

1985-1986   Assistant Property Manager
Music Theatre of Southern California

HONORS

2015   Kappa Delta Pi Honor Society
Nominated by WGU staff due to academic excellence

2010   ETS Recognition of Excellence
The Praxis Series Elementary Education

2010   ABCTE Score of Distinguished
Elementary Education

1992   Received Hotel Manager of the Future Nomination
The Ritz-Carlton, Huntington Hotel
3 of 600 employees were nominated

1990   Became Mrs. Mark Fisk

1990   Graduated Cum Laude
California State University, Long Beach

1990   Passed the NTE, National Teacher Exam
Performance Level of "High" in all four areas - ranked 92%.

1989   Passed the CBEST, California Basic Educational Skills Test
                123 points needed; I received 205, including 79 out of 80 in mathematics.

1985   Excellence in Theatre Award
                Temple City High School

1984/1985   President of Junior Statesmen of America
                Temple City High School Chapter

1984   1st Place Trophy in Argumentation and Debate
                Junior Statesmen of America at U.C. Davis

1983   1st Place Award for Public Speaking
                2nd Place Award for Language and Literature
                Academic Decathlon for Los Angeles County

1983   Attended Caltech for Biology and Geometry through high school G/T program

REFERENCES

Dr. Fred Ball, Charter Administrator
Blackfoot Charter and Bingham Academy Charter High School
fball@bcclc.com, 208-785-0381

Other References Available Upon Request

Lapwai School *Iris Chimburas* District
Honoring the Past,
Empowering the Present, Envisioning the Future

P.O Box 494 Lapwai, ID 83540 *(208) 790-2653* *ichimburas@lapwai.org*

I am a researched based and forward thinking educator with a proven record of success in Discipline, Instruction, and Motivation. I believe learning will occur in a culturally responsive environment with learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement. I believe in the Nine Characteristics of High Performing Schools and consider these characteristics our ticket to creating more challenging and engaging learning, more rigor and relevance in the classroom, and high expectations for performance and behavior for students. I am a highly qualified teacher and prove this daily through Common Core aligned standards, a Culturally Responsive learning environment and approach to teaching, and through positive classroom management.

PROFESSIONAL DEVELOPMENT AND EFFECTIVE LEADERSHIP

- Fred Jones Positive Classroom Management
- Response To Intervention
- Bully Prevention
- Middle/High School Leadership Team
- Culturally Responsive Professional Learning Committee Team Leader
- Mathematical Thinking for Instruction
- Technology Certification
- 21st Century After-School
- GK-12 Math/Science
- Nez Perce State Tribal Education Partnership (STEP) Project

- Strong Leadership/Mentoring Teachers
- Excellent Organizational Skills
- Standard Based Lesson Planning
- Incorporated Research-Based Best Practices
- Differentiated Instruction
- Effective Classroom Management
- Cooperative Learning Environment
- Performance Assessments
- Curriculum Alignment
- Parent-Teacher Communication
- Technology Integration

EDUCATION AND CREDENTIALS

Bachelor of Science in Elementary Education K-8
Standard Exceptional Child Generalist K-12
Lewis Clark State College
Lewiston, ID 1998

Master of Education in Special Education
University of Idaho
Moscow, Id 2005

State of Idaho Teaching Credential
Standard Elementary All Subjects K-8
Standard Exceptional Child Generalist K-12

Masters in Education in Educational Leadership
Principal
University of Idaho
Tentative Completion Date of May 2016

LAPWAI SCHOOL DISTRICT   1999-Present
Certified Teacher

PLANNING FOR INSTRUCTION
- Create rigorous, objective-driven lessons directly aligned with state standards.
- Established clear objectives for all lessons, units, and projects and communicate those objectives to students.
- Plans and conducts balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
- Incorporate research-based best practices into everyday teaching strategies.

DELIVERY OF INSTRUCTION
- Provide many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception.
- Clearly states objective while modeling, demonstrating, and explaining new content.
- Engaging students in the lesson through integrating verbal, visual, and physical modalities of learning.

ASSESSMENT
- Measure student achievement and progress towards goals using the formative and summative assessments.
- Provide ongoing and timely feedback to students on their progress by frequently checking for understanding.
- Use data to reflect on effectiveness of lessons and student achievement progress in order to improve on instruction and personal teaching practices.

LEARNING ENVIRONMENT
- Create a focused environment of respect that encourages students to take risks and strive to reach goals.
- Communicate and enforce high expectations and standards for behavior and academic performance, aligned with Fred Jones Positive Classroom Discipline, to create a strong culture of achievement and respect.
- Implement classroom procedures, systems, and routines that provide structure for students and maximize instructional time.
- Interact with students instructionally (explaining, checking, giving feedback) while creating mobility throughout the classroom.

FAMILY AND COMMUNITY RELATIONS
- Communicate respectfully and thoughtfully with parent/guardians remaining sensitive to different families' cultures, values and needs.

- Work collaboratively with parents/guardians, families, and other members of the community to involve them in academic activities and to support the success of a diverse student population and to bring in volunteers and additional resources.

REFERENCES

Joyce McFarland
Education Manager
Nez Perce Tribe
(208) 621-4610
joycem@nezperce.org

Bill Hayne
Director of Field Experience/Instructor
Lewis Clark State College
(208)792-2080
bhayne@lcsc.edu

Bob Sobotta
Director of Native American Minority
Student Services
Lewis Clark State College
(208) 792-2858
bsobotta@lcsc.edu

Bart Stevens
Superintendent of Uintah and Ouray
Agency
Bureau of Indian Affairs
(435) 724-2571
bartholomew.stevens@bia.gov

24126 HEWETT RD. JULIAETTA, IDAHO 83535
PHONE 208-790-4026 • E-MAIL LAHEWETT@AOL.COM

SHEILA RAE HEWETT

PROFESSIONAL PROFILE

I am an Elementary Education Teacher with a valid teaching certificate, I have 29 years of work experience working in an elementary classroom. My work experience has been in Lapwai, Idaho. Lapwai is located in the heart of the Nez Perce Indian Reservation.

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WORK EXPERIENCE

| 1989 – Current | Lapwai School District #341 | Lapwai, Idaho |

Position
+ First Grade Classroom
+ Second Grade
+ One year Pre-School & One year Kindergarten

| 1983 – 1989 | St. Joseph's Regional Medical Center | Lewiston, Idaho |

Position
+ EKG technician
+ 4E & 4N Unit Secretary
+ Cafeteria Aide

EDUCATION

| 2000 – 2002 | University of Idaho, Cohort 2, Wright fellowship | Moscow, Idaho |

Curriculum and instruction, M. ED

| 1984-1989 | Lewis Clark State College | Lewiston, Idaho |

Elementary Education, BS

REFERENCES

| Bob Sobotta | Native American, Minority Services LCSC | 208-792-2858 |
| Dr. D'Lisa Pinkham | HS Principal, Lapwai, Idaho | 208-843-2241 |

SUBJECT
Business Affairs and Human Resources (BAHR) Committee Chairman's Overview

APPLICABLE STATUTE, RULE OR POLICY
Idaho State Board of Education (Board) Governing Policies & Procedures, Bylaws Section I.F.3

ALIGNMENT WITH STRATEGIC PLAN
Goal 1: Educational System Alignment; Objective A: Access and Transparency

BACKGROUND/ DISCUSSION
The BAHR Chair will provide a concise summary of several of the key initiatives being worked within the Committee, in cooperation with staff from the eight higher education institutions and the Division of Career Technical Education. Ongoing BAHR projects include:
- Development of a multi-year Outcomes-Based Funding (OBF) model for implementation beginning in FY2020, following up on recommendations from the Higher Education Task Force (HETF).
- Review and revision of several Board policies covering financial and human resource operations, including:
   - Policy V.X. "Intercollegiate Athletics"
   - Policy V.R. "Establishment of Fees"
   - Policy V.T. "Fee Waivers"
   - Policy V.S. "Allocation of Lump Sum Appropriation" (EWA)
   - Policy V.K. "Construction Projects"
- Financing and Construction of Cybercore Integration Center (CIC) and Collaborative Computing Center (C3) in Idaho Falls, in collaboration with Idaho State Building Authority and the Idaho National Laboratory
- Analysis and reporting (to Legislature) on Dual Credit program costs
- Setting up Systems Integration Consulting project, in furtherance of enacted 2018 legislation
- Work with external consultants to review the Board's financial tracking procedures and metrics
- Work on defining deferred maintenance backlogs at the colleges and universities
- Review of College/University proposed tuition/fee requests for FY2019, and review of fees that have been established under the authority of the chief executive officers

IMPACT
The Chairman's overview will update Board members on efforts underway on projects within the BAHR Committee's area of responsibility.

STAFF COMMENTS AND RECOMMENDATIONS
Staff will be available to provide additional details on current BAHR initiatives, if needed, in the event the Chairman's update prompts questions.

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

TAB	DESCRIPTION	ACTION
1	**INTERCOLLEGIATE ATHLETICS** FY2017 Revenue and Expenses Reports	Information Item
2	**INTERCOLLEGIATE ATHLETICS** FY2017 and FY2018 Compensation Reports	Information Item
3	**INTERCOLLEGIATE ATHLETICS** FY2017 Gender Equity Reports	Information Item
4	**FY2019 APPROPRIATIONS**	Motion to approve
5	**FY2020 BUDGET GUIDELINES**	Motion to approve
6	**FY2019 OPPORTUNITY SCHOLARSHIP EDUCATIONAL COSTS**	Motion to approve
7	**GRADUATE MEDICAL EDUCATION UPDATE**	Motion to approve
8	**BOISE STATE UNIVERSITY** Campus Master Plan Update	Motion to approve
9	**BOISE STATE UNIVERSITY** Real Property Acquisition	Motion to approve
10	**IDAHO STATE UNIVERSITY** Alumni House Proposal	Motion to approve

TAB	DESCRIPTION	ACTION
11	**UNIVERSITY OF IDAHO** Construction Authorization - Salmon Classroom-Office Facility Project	Motion to approve
12	**UNIVERSITY OF IDAHO** Disposal of Real Property - Caine	Motion to approve
13	**UNIVERSITY OF IDAHO** Athletic Plan	Motion to approve

SUBJECT
Intercollegiate Athletics Reports of Revenues and Expenses

REFERENCE

June 2016	Board directed that the universities' National Collegiate Athletics Association (NCAA) "Agreed Upon Procedures Reports" would be provided to the Board and would also serve as the revenues/expenses reporting template for Lewis-Clark State College.

APPLICABLE STATUTE, RULE OR POLICY
Idaho State Board of Education (Board) Governing Policies & Procedures, Section V.X.5.

ALIGNMENT WITH STRATEGIC PLAN
Goal 1 ("A Well Educated Citizenry") Objective A ("Access: Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.").

BACKGROUND/DISCUSSION
Responsibility, management, control, and reporting requirements for athletics are detailed in Board Policy V.X. The college and universities are required to submit regular financial reports as specified by the Board office. For the universities, the revenue and expenses reported must reconcile to the NCAA "Agreed Upon Procedures Reports" that are prepared annually and reviewed by the Board's external auditor.

IMPACT
The reports of Revenues and Expenses are presented for each institution for fiscal year 2017 in Attachments 1 through 4. Below is a summary of the four institutions' reported excess or deficiency of revenues over expenses, from the bottom line, right side totals from the attached reports.

	Excess (Deficiency) [includes State Support]
Boise State University	($41,282)
Idaho State University	($17,025)
University of Idaho	$1,007,717
Lewis-Clark State College	$44,425

ATTACHMENTS

Attachment 1	Boise State University	Page 3
Attachment 2	Idaho State University	Page 4
Attachment 3	University of Idaho	Page 5
Attachment 4	Lewis-Clark State College	Page 6

STAFF COMMENTS AND RECOMMENDATIONS

The Athletics Reports show results for fiscal year 2017. It should be noted that state funds are critical to support the student athletes and athletic programs at the four institutions (i.e., ticket sales, contributions, and program revenues are insufficient to enable the athletic programs to be fully self-supporting).   If (hypothetically) state funds were to be removed from the reported revenue side, all four institutions would be in "deficiency" status (-$1.2M for LCSC, -$3.0M for BSU, -$3.2M for UI, and -$3.9M for ISU). Representatives from the institutions will be available to respond questions from Board members, if applicable.

BOARD ACTION

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

BOISE STATE UNIVERSITY
ATHLETICS DEPARTMENT
SCHEDULE OF REVENUES AND EXPENSES
FOR THE YEAR ENDED JUNE 30, 2017 (UNAUDITED)

	Football	Men's Basketball	Other Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Non-Program Specific	Totals
OPERATING REVENUES:								
Ticket Sales	6,500,175	812,663	12,828	10,498	15,336	27,324	- $	7,378,824
Student Fees	-	-	-	-	-	-	3,173,510	3,173,510
Guarantees	475,000	65,000	1,500	-	-	-		541,500
Contributions	769,071	96,400	103,766	33,732	906	256,474	9,048,255	10,308,604
Direct State and Other Government Support	-	76,957	366,316	339,474	137,922	1,109,769	942,662	2,973,100
Direct Institutional Support	903,125	122,825	368,475	210,750	137,275	670,725	1,807,875	4,221,050
Indirect Facilities and Administrative Support	-	-	-	-	-	-	2,027,433	2,027,433
NCAA/Tournaments	518,918	200,491	141,523	35,381	47,174	235,872	278,431	1,457,790
Conference/ Tournaments	1,640,558	746,768	41,708	10,427	13,903	69,514	-	2,522,878
Broadcast TV/Radio Rights	2,313,289	289,212	4,565	3,736	5,458	9,724	-	2,625,984
Program/Novelty Sales, Concessions, Parking	651,960	81,509	1,287	1,053	1,538	2,741	-	740,088
Royalty, Advertisement, Sponsorship	4,089,121	511,229	8,070	6,604	9,648	17,189	-	4,641,861
Sport Camp Revenues	275,003	24,905	11,368	10,878	68,309	154,570	-	545,033
Endowment/Investment Income	-	-	-	-	-	-	-	-
Other Revenues	277,491	143,239	15,134	-	-	35,567	803,008	1,274,439
Bowl Revenues	647,316	-	-	-	-	-	-	647,316
Subtotal Cash Revenue	19,061,027	3,171,198	1,076,540	662,533	437,469	2,589,469	18,081,174	45,079,410
Third Party Support	-	-	-	-	-	-	-	-
OST Revenue	-	-	-	-	-	-	-	-
Subtotal non-cash Revenue	-	-	-	-	-	-	-	-
Total operating revenues	$ 19,061,027	$ 3,171,198	$ 1,076,540	$ 662,533	$ 437,469	$ 2,589,469	$ 18,081,174	$ 45,079,410
OPERATING EXPENSES:								
Athletic Student Aid	2,824,408	431,979	961,741	562,900	388,402	2,474,590	199,826	$ 7,843,847
Guarantees	525,000.00	263,649	-	35,611	5,000	731	-	829,991
Coaching Salary/Benefits	4,152,941	1,311,377	694,401	664,387	336,093	1,523,237	71,817	8,754,253
Admin Staff Salary/Benefits	-	-	-	-	-	-	7,424,533	7,424,533
Severance Payments	-	-	-	-	-	-	-	-
Recruiting	317,477	132,045	45,525	76,241	25,020	91,539	-	687,847
Team Travel	808,009	428,222	346,947	223,689	130,493	898,826	3,874	2,840,060
Equipment, Uniforms and Supplies	763,104	73,088	55,236	29,092	2,434	198,052	316,470	1,437,475
Away Game Ticket Expense	192,644	-	-	-	-	-	-	192,644
Game Expenses	549,786	213,227	32,370	114,201	38,679	74,393	127,431	1,150,087
Fundraising, Marketing, Promotion	-	-	-	-	-	-	206,349	206,349
Sports Camp Expenses	337,768	18,663	1,407	6,568	15,994	81,250	-	461,650
Direct Facilities/Maint/Rentals	4,349,844	249,969	105,122	249,969	-	283,055	1,360,703	6,598,662
Spirit Group	-	-	-	-	-	-	128,311	128,311
Indirect Facilities and Administrative Support	-	-	-	-	-	-	2,027,433	2,027,433
Medical Expenses & Insurance	-	-	-	-	-	-	716,887	716,887
Memberships & Dues	11,125	1,790	3,911	6,500	690	3,442	740,541	767,999
Other Operating Expenses	34,074	13,630	4,098	5,261	7,977	3,827	1,784,394	1,853,261
Student Athlete Meals (Non-Travel)	416,826	35,365	23,928	12,224	12,440	47,546	40,125	588,455
Bowl Expenses	610,948	-	-	-	-	-	-	610,948
Subtotal Cash Expenses	15,893,954	3,173,004	2,274,686	1,986,643	963,222	5,680,488	15,148,694	45,120,692
Gift-in-Kind Expense	-	-	-	-	-	-	-	-
OST Expense	-	-	-	-	-	-	-	-
Subtotal non-cash Expense	-	-	-	-	-	-	-	-
Total operating expenses	$ 15,893,954	$ 3,173,004	$ 2,274,686	$ 1,986,643	$ 963,222	$ 5,680,488	$ 15,148,694	$ 45,120,692
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENSE	$ 3,167,073	$ (1,806)	$ (1,198,146)	$ (1,324,110)	$ (525,753)	$ (3,091,019)	$ 2,932,480	$ (41,282)
OTHER REPORTING ITEMS								
Total Athletics Related Debt	$ -	$ -	$ -	$ -	$ -	$ -	$ 73,505,000	$ 73,505,000
Total Institutional Debt	$ -	$ -	$ -	$ -	$ -	$ -	$ 221,310,000	$ 221,310,000

IDAHO STATE UNIVERSITY
ATHLETICS DEPARTMENT
SCHEDULE OF REVENUES AND EXPENSES
FOR THE YEAR ENDED JUNE 30, 2017 (UNAUDITED)

	Football	Men's Basketball	Other Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Non-Program Specific	Totals
OPERATING REVENUES:								
Ticket Sales	52,458	147,995	1,591	27,313	10,544	5,680	- $	245,581
Student Fees	-	-	-	-		-	1,859,880	1,859,880
Guarantees	425,000	975,000	1,750	58,500	5,000	1,750	-	1,467,000
Contributions	6,070	3,177	(1,235)	2,080	4,734	16,731	325,353	356,910
In-Kind Donation Revenue	65,009	101,655	8,694	41,629	20,127	22,621	136,346	396,081
Direct State or Other Government Support	365,060	808,965	176,018	442,581	136,464	783,390	1,128,623	3,841,101
Direct Institutional Support	-	-	-	-		5,147	950,600	955,747
Indirect Institutional Support	10,842	49,023	4,306			4,306	133,712	202,189
NCAA Distributions	108,092	-		-			677,212	785,304
Conference Distributions	(585)	(1,235)	(427)	2,098	3,707	(417)	(2,403)	738
Media Rights	88	21,116	-	70	9	9	-	21,292
Program Sales, Concessions, Novelty Sales and Parking	1,810	18,529	10,929	29,200	2,890	25,445	121,946	210,749
Royalties, Licensing, Advertisements, and Sponsorships	-	-	-	100		-	521,000	521,100
Sport Camp Revenues	22,801	113,895	2,138	11,663	63,587	41,262	-	255,346
Athletics Restricted Endowment and Investment Income	-	-	-	-		-	-	-
Other Revenues	-	-	500	-		500	-	1,000
Bowl Revenues	-	-	-	-		-	-	-
Subtotal Cash Revenue	1,056,645	2,238,120	204,264	615,234	247,062	906,424	5,852,269	11,120,018
Third Party Support	-	-	-	-	-	-	-	-
OST Revenue	-	-	-	-	-	-	-	-
Subtotal non-cash Revenue	-	-	-	-	-	-	-	-
Total operating revenues	$ 1,056,645 $	2,238,120 $	204,264 $	615,234 $	247,062 $	906,424 $	5,852,269 $	11,120,018
OPERATING EXPENSES:								
Athletic Student Aid	221,135	960,914	180,270	239,662	134,241	644,719	178,765 $	2,559,706
Guarantees	13,777.00	60,000	-	9,487	6,948		-	90,212
Coaching Salaries, Benefits, and Bonuses	356,545	563,268	163,399	304,682	167,357	472,089	97,849	2,125,189
Support Staff/Administrative Salaries, Benefits, and Bonuses	17,095	263,490	17,702	-	974	31,884	1,447,788	1,778,933
Severance Payments	-	-	-	-	-	-	-	-
Recruiting	51,429	50,517	14,198	30,068	16,335	47,332	41,978	251,857
Team Travel	186,950	391,712	83,696	168,515	60,464	283,915	70,162	1,245,414
Equipment, Uniforms and Supplies	27,051	288,205	50,750	22,499	31,949	106,666	112,754	639,874
Game Expenses	86,745	81,188	4,666	75,589	26,378	32,326	78,666	385,558
Fundraising, Marketing, Promotion	34,899	45,436	1,637	28,814	1,500	3,957	81,761	198,004
Sports Camp Expenses	25,668	126,555	1,929	5,951	66,000	42,792	-	268,895
Direct Facilities/Maint/Rentals	-	-	-	-		-	-	-
Spirit Group	-	-	-	-		-	-	-
Direct Overhead and Administrative Expenses	18,968	84,925	13,399	6,201	12,571	48,639	273,227	457,930
Indirect Institutional Support	10,842	49,023	4,306	-		4,306	133,712	202,189
Medical Expenses & Insurance	1,350	1,516	-	558		-	342,099	345,523
Memberships & Dues	1,280	-	1,300		699	1,350	48,033	52,662
Other Operating Expenses	24,246	31,063	8,290	37,712	13,154	31,811	302,883	449,159
Student Athlete Meals (Non-Travel)	22,166	31,404	2,396	8,681	4,436	12,151	4,704	85,938
Bowl Expenses	-	-	-	-		-	-	-
Subtotal Cash Expenses	1,100,146	3,029,216	547,938	938,419	543,006	1,763,937	3,214,381	11,137,043
Gift-in-Kind Expense	-	-	-	-	-	-	-	-
OST Expense	-	-	-	-	-	-	-	-
Subtotal non-cash Expense	-	-	-	-	-	-	-	-
Total operating expenses	$ 1,100,146 $	3,029,216 $	547,938 $	938,419 $	543,006 $	1,763,937 $	3,214,381 $	11,137,043
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENSE	$ (43,501) $	(791,096) $	(343,674) $	(323,185) $	(295,944) $	(857,513) $	2,637,888 $	(17,025)
OTHER REPORTING ITEMS								
Total Institutional Debt	$ - $	- $	- $	- $	- $	- $	- $	41,338,312

See notes to Schedule of Revenue and Expenses

UNIVERSITY OF IDAHO INTERCOLLEGIATE ATHLETICS DEPARTMENT
SCHEDULE OF REVENUES AND EXPENSES
FOR THE YEAR ENDED JUNE 30, 2017 (UNAUDITED)

ATTACHMENT 3

	Football	Men's Basketball	Other Men's Sports	Women's Volleyball	Women's Basketball	Other Women's Sports	Non-Program Specific	Grand Total
Operating Revenues								
Ticket Sales	$ 498,601	$ 32,885	$ -	$ 6,003	$ 10,422	$ 2,857	$ -	$ 550,768
Student Fees	-	-	-	-	-	-	2,016,254	2,016,254
Direct Institutional Support								
General Education Funds	822,650	305,642	127,454	141,756	193,546	270,843	1,111,209	2,973,100
Gender Equity Funds				177,141	213,638	875,321		1,266,100
Institutional Support Funds	262,724	97,611	40,704	45,272	61,812	86,497	354,880	949,500
Other Institutional Support (includes OST Waivers)	1,200,183	201,311	302,213	159,526	217,868	836,859	1,506,091	4,424,051
Indirect Institutional Support	-	-	-	-	-	-	640,308	640,308
Indirect Institutional Support - Athletic Facilities Debt Service, Lease & Rental Fees	-	-	-	-	-	-	1,069,726	1,069,726
Guarantees	1,575,000	85,000	-	-	45,000	-	-	1,705,000
Contributions	758,533	142,870	121,781	72,655	92,669	377,670	953,190	2,519,368
In-Kind	21,000	12,600	-	-	4,200	-	8,400	46,200
Compensation & Benefits Provided by 3rd Party	255,272	100,500	4,000	25,000	23,000	42,000	15,000	464,772
Media Rights	100,000	588	-	-	35	-	75,000	175,623
NCAA Distributions	327,057	70,620	164,308	66,701	74,190	325,185	1,064,214	2,092,275
Conference Distributions (Non-Media or Bowl)	792,274	-	-	-	-	-	-	792,274
Program, Novelty, Parking & Concessions	21,764	2,906	183	140	1,040	853	-	26,886
Royalties, Licensing, Advertising & Sponsorships	25,900	6,450	-	-	-	-	468,172	500,522
Sports Camp Revenues	156,800	2,400	-	-	2,572	-	-	161,772
Athletics Restricted Endowment & Investment Income	161,287	16,135	32,484	13,742	15,148	118,630	59,327	416,753
Other Operating Revenues	50,106	932	290	736	-	1,524	470,843	524,431
Bowl Revenues	509,319	-	-	-	-	-	-	509,319
Total Operating Revenues	$ 7,538,470	$ 1,078,450	$ 793,417	$ 708,672	$ 955,140	$ 2,938,239	$ 9,812,614	$ 23,825,002
Operating Expenses								
Athletic Student Aid	2,473,303	410,841	615,734	333,899	419,659	1,814,539	275,799	6,343,774
Guarantees	300,000	51,447	-	12,846	15,166	1,100	-	380,559
Coaching Salaries, Benefits & Bonuses	1,463,887	538,375	244,311	251,321	392,013	511,533	-	3,401,440
Coaching Salaries, Benefits & Bonuses Paid by 3rd Party	255,272	100,500	4,000	25,000	23,000	42,000	-	449,772
Support Staff/Admin Compensation Benefits & Bonuses	108,783	53,068	105	411	572	375	2,810,507	2,973,821
Support Staff/Admin Compensation Benefits & Bonuses Paid by 3rd Party	-	-	-	-	-	-	15,000	15,000
Recruiting	144,902	95,305	12,092	29,082	77,903	67,591	-	426,875
Team Travel	1,237,685	276,969	234,756	131,565	267,126	478,010	-	2,626,111
Sports Equipment, Uniforms & Supplies	281,145	38,834	54,512	22,901	30,380	107,237	200,708	735,717
Game Expenses	308,131	163,992	18,377	54,979	117,088	42,275	-	704,842
Fund Raising, Marketing & Promotion	-	-	-	-	-	-	450,074	450,074
Sports Camp Expenses	99,894	2,400	-	-	2,696	-	-	104,990
Spirit Groups	-	-	-	-	-	-	2,500	2,500
Athletic Facilities, Debt Service, Leases & Rental Fees	-	-	-	-	-	-	1,185,374	1,185,374
Direct Overhead & Administrative Expenses	1,163	817	-	936	1,248	3,017	28,132	35,313
Indirect Institutional Support	-	-	-	-	-	-	640,308	640,308
Medical Expenses & Insurance	6	1,294	-	-	-	-	277,447	278,747
Memberships & Dues	-	2,500	1,418	355	-	7,071	153,797	165,141
Student-Athlete Meals (non-travel)	23,054	7,858	3,076	1,516	4,469	7,938	40,970	88,881
Other Operating Expenses	158,696	75,272	31,879	19,778	35,136	76,848	941,125	1,338,734
Bowl Expenses	469,312	-	-	-	-	-	-	469,312
Total Operating Expenses	$ 7,325,233	$ 1,819,472	$ 1,220,260	$ 884,589	$ 1,386,456	$ 3,159,534	$ 7,021,741	$ 22,817,285
Excess (Deficiency) of Revenues Over (Under) Expenses	$ 213,237	$ (741,022)	$ (426,843)	$ (175,917)	$ (431,316)	$ (221,295)	$ 2,790,873	$ 1,007,717

Other Reporting Items

Total Athletics Related Debt							$ 23,295,000	$ 23,295,000
Total Institutional Debt							$ 183,738,094	$ 183,738,094

See Notes to Schedule of Revenues and Expenses

Lewis-Clark State College Intercollegiate Athletics Department
Statement of Revenues and Expenses
For the Year Ended June 30, 2017 (Unaudited)

	Baseball	Men's Basketball	Other Men's Sports	Women's Volleyball	Women's Basketball	Other Women's Sports	Non-Program Specific	Grand Total
Operating Revenues								
01 Ticket Sales	18,090	7,959	0	2,171	7,959	0	0	**36,179**
03 Student Fees	0	0	0	0	0	0	433,100	**433,100**
04 Direct State/Govt Support	232,039	78,837	95,537	74,169	82,853	96,398	579,417	**1,239,250**
05 Direct Institutional Support	347,095	94,875	231,564	109,250	74,750	444,700	289,642	**1,591,876**
06 Indirect Institutional Support	0	0	0	0	0	0	243,101	**243,101**
07 Guarantees	0	0	0	0	0	0	0	**0**
08 Contributions	0	0	0	0	0	0	554,751	**554,751**
09 In-Kind	10,750	9,750	0	8,750	8,750	0	8,750	**46,750**
10 Compensation & Benefits Provided by 3rd Party	0	0	0	0	0	0	0	**0**
11 Media Rights	0	0	0	0	0	0	5,200	**5,200**
12 NCAA Distributions	0	0	0	0	0	0	0	**0**
13 Conference Distributions (Non-Media or Bowl)	0	0	0	0	0	0	734,566	**734,566**
14 Program, Novelty, Parking & Concessions	0	0	0	0	0	0	0	**0**
15 Royalties, Licensing, Advertising & Sponsorships	0	0	0	0	0	0	0	**0**
16 Sports Camp Revenues	14,510	43,013	0	0	19,975	0	30,131	**107,629**
17 Athletics Restricted Endowment & Investment Income	0	0	0	0	0	0	0	**0**
18 Other Operating Revenues	0	0	0	0	0	0	0	**0**
Total Operating Revenues	**622,484**	**234,434**	**327,101**	**194,340**	**194,287**	**541,098**	**2,878,658**	**4,992,402**
Operating Expenditures								
20 Athletic Student Aid	514,652	177,263	279,291	169,771	174,962	498,992	103,706	**1,918,637**
21 Guarantees	12,699	9,785	325	1,134	8,000	325	0	**32,268**
22 Coaching Salaries, Benefits & Bonuses	235,279	127,734	113,961	74,501	100,798	115,909	0	**768,182**
23 Coaching Salaries, Benefits & Bonuses Paid by 3rd Party	0	0	0	0	0	0	0	**0**
24 Support Staff/Admin Compensation Benefits & Bonuses	10,039	6,433	0	0	0	0	399,929	**416,401**
25 Support Staff/Admin Compensation Benefits & Bonuses Paid by 3rd Party	0	0	0	0	0	0	0	**0**
27 Recruiting	3,604	4,695	1,806	9,549	8,496	1,766	24,660	**54,576**
28 Team Travel	103,710	50,826	84,840	35,549	39,653	88,344	0	**402,922**
29 Sports Equipment, Uniforms & Supplies	38,483	20,345	47,818	26,841	22,325	46,931	36,122	**238,865**
30 Game Expenses	8,492	21,157	8,852	7,414	14,320	9,321	39,409	**108,965**
31 Fund Raising, Marketing & Promotion	0	0	0	0	0	0	0	**0**
32 Sports Camp Expenses	22	6	8,761	0	11,182	8,761	309	**29,041**
33 Spirit Groups	0	0	0	0	0	0	0	**0**
34 Athletic Facilities, Debt Service, Leases & Rental Fees	0	0	0	0	0	0	0	**0**
35 Direct Overhead & Administrative Expenses	0	0	0	0	0	0	0	**0**
36 Indirect Institutional Support	10,750	9,750	0	8,750	8,750	0	251,851	**289,851**
37 Medical Expenses & Insurance	0	0	0	0	0	0	14,970	**14,970**
38 Memberships & Dues	0	0	0	0	0	0	0	**0**
39 Other Operating Expenses	2,403	3,539	3,492	1,245	2,264	3,773	656,583	**673,299**
Total Operating Expenditures	**940,133**	**431,533**	**549,146**	**334,754**	**390,750**	**774,122**	**1,527,539**	**4,947,978**
Excess (Deficiency) of Revenues Over (Under) Expenses	**(317,649)**	**(197,099)**	**(222,045)**	**(140,414)**	**(196,463)**	**(233,024)**	**1,351,119**	**44,425**
Other Reporting Items								
42 Conference Realignment Expenses							0	0
43 Total Athletics Related Debt							0	0
44 Total Institutional Debt							0	0
45 Value of Athletics Dedicated Endowments							376,726	376,726
46 Value of Institutional Endowments							8,029,412	8,029,412

SUBJECT
Intercollegiate Athletics Department Employee Compensation Report

REFERENCE
April 2017   Board received FY 2016 athletics compensation reports

APPLICABLE STATUTE, RULE OR POLICY
Idaho State Board of Education (Board) Governing Policies & Procedures, Section II.H.

ALIGNMENT WITH STRATEGIC PLAN
The Intercollegiate Athletics employee compensation report is a non-strategic, Board governance agenda item.

BACKGROUND/ DISCUSSION
The attached spreadsheets show actual compensation figures for FY2017 and estimated compensation figures for FY2018. The sources of funding for athletic department positions vary widely. A number of the most highly-paid coaching positions are funded entirely from program revenues.

IMPACT
The report details the contracted salary received by athletics administrators and coaches, including bonuses, supplemental compensation and perquisites, if applicable.

ATTACHMENTS

Attachment 1 - Boise State University	FY17 Actual	Pages 3-4
Attachment 2 – Boise State University	FY18 Estimate	Pages 5-6
Attachment 3 - Idaho State University	FY17 Actual	Pages 7-8
Attachment 4 – Idaho State University	FY18 Estimate	Pages 9-10
Attachment 5 - University of Idaho	FY17 Actual	Pages 11-12
Attachment 6 – University of Idaho	FY18 Estimate	Pages 13-14
Attachment 7 - Lewis-Clark State College	FY17 Actual	Pages 15-16
Attachment 8 – Lewis-Clark State College	FY18 Estimate	Pages 17-18

STAFF COMMENTS AND RECOMMENDATIONS
The Board has delegated, through Board Policy II.B., personnel management authority to the Chief Executive Officer of each institution, except for those responsibilities specifically retained by the Board. Board policy II.H. authorizes the Chief Executive Officer of an institution to enter into a contract for the services of a coach or athletic director with that institution for a term of up to three (3) years. A contract with a term (whether fixed or rolling) of more than three (3) years, or

with a total annual compensation amount of $200,000 or higher, is subject to approval by the Board.

BOARD ACTION

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

Intercollegiate Athletics Compensation Report
Boise State University
FY2017 Actual Compensation

PCN		Depart/Name/Title	Title	Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
		Athletic Administration																
3150		Aaron Juarez	Assistant Sports Info Director	1.000	47,508	0	0	500	0	0	0	No	No	No	No	47,508	-	500
3530		Adam Herman	Director, Sports Performance Coach	1.000	77,730	0	0	2,000	0	0	2,000	No	No	No	No		79,730	2,000
3502		Andy Atkinson	Director, Ath Info & Digital Tech	1.000	71,511	0	0	1,000	0	0	0	No	No	No	No		71,511	1,000
3149		Anita Guerricabeitia	Asst AD - Tkt Operations	1.000	72,322	0	0	1,000	0	0	0	No	No	No	No		72,322	1,000
3167		Sara Swanson	Assistant Athletic Director, Student Athlete D	1.000	57,528	0	0	500	0	0	0	No	No	No	No	57,528	-	500
3005	*	Natalie Keffer	Assistant Athletic Director, Development	0.010	680	0	0	1,000	0	0	0	No	No	No	No		680	1,000
3592	*	Bart Hendricks	Director, Development/Athletics	0.282	13,702	0	0	500	0	0	0	No	No	No	No		13,702	500
1725		Brandon Voigt	Asst Athletic Trainer	1.000	47,508	0	0	500	0	0	1,000	No	No	No	No	47,508	1,000	500
1770		Brayden Dunning	Sr. Director, Development	1.000	50,004	0	0	500	0	0	0	No	No	No	No		50,004	500
3584		Christina Webster	Director, Annual Giving	1.000	40,914	0	0	500	0	0	0	No	No	No	No		40,914	500
1758		Benjamin Jaeger	Assistant Director, Sports Performance Coa	1.000	35,900	350	0	500	0	0	1,000	No	No	No	No		36,900	850
1768		Caleb Howard	Coordinator, Video Services	1.000	38,542	0	0	500	0	0	0	No	No	No	No		38,542	500
1717		Christina Van Tol	Sr. Assoc AD /Internal/SWA	1.000	121,015	0	0	2,500	0	0	0	No	Yes	No	No		121,015	2,500
1772		Brandon Pringle	Assistant Coach, Strength & Conditioning/Fo	1.000	42,500	2,000	0	500	0	0	2,000	No	No	No	No		44,500	2,500
1761		Kelly Lopez	Associate Director, Sports Performance Coa	1.000	43,306	0	0	500	0	0	2,000	No	No	No	No		45,306	500
3549		Matt Brewer	Associate Athletic Director, Compliance	1.000	86,508	0	0	2,500	0	0	0	No	No	No	No		86,508	2,500
3504		Cynthia Rice	Assistant Athletic Director, Business Ops	1.000	69,576	0	0	1,000	0	0	0	No	No	No	No	69,576	-	1,000
1752		Dale Holste	Assoc Dir, Athletic Equipment Operations	1.000	57,907	8,000	0	2,000	0	0	1,000	No	No	No	No		58,907	10,000
1766		Danielle Charters	Director Business Affairs	1.000	55,016	0	0	500	0	0	0	No	No	No	No		55,016	500
1739		Vacant	Asst AD, Facility Operations	1.000	59,010	0	0	0	0	0	0	No	No	No	No		59,010	-
3030		Dustin Clements	Senior Associate Athletic Director, External	1.000	102,524	0	0	2,500	0	0	0	Yes	Yes	No	No		102,524	2,500
1727		Doug Link	Asst Sports Info Director	1.000	47,508	0	0	500	0	0	0	No	No	No	No		47,508	500
3563		Eric Kile	Director, Student Athlete Learning Center	1.000	46,135	0	0	500	0	0	0	No	No	No	No	46,135	-	500
1742		Linsey Hartke	Manager, Athletic Game Operations	1.000	47,508	0	0	500	0	0	0	No	No	No	No		47,508	500
3145		Gabe Rosenvall	Assoc AD, Student Athlete Development	1.000	75,837	0	0	2,500	4,000	0	0	No	No	No	No	75,837	4,000	2,500
1700		Heather Berry	Assistant AD, Personnel	1.000	61,007	0	0	1,000	0	0	0	No	No	No	No		61,007	1,000
1726		James Spooner	Assoc. Athletic Trainer	1.000	57,990	1,000	0	1,000	0	0	1,000	No	No	No	No	57,990	1,000	2,000
3153		Jeff Pitman	Head Coach, Strength-Football	1.000	141,045	3,000	0	2,000	4,000	0	3,000	No	No	No	No		148,045	5,000
3132		Jennifer Bellomy	Assistant Athletic Director, Compliance	1.000	64,335	0	0	1,000	0	0	0	No	No	No	No		64,335	1,000
1741		Christopher Nichol	Academic Advisor, Director of Tutor Progran	1.000	43,743	0	0	500	0	0	0	No	No	No	No	43,743	-	500
1767		Kevin Haynes	Asst Director, Athletic Equipment Operations	1.000	37,212	0	0	500	0	0	0	No	No	No	No		37,212	500
1751		Jolenne Dimeo	Facility Operations Supervisor	1.000	56,638	0	0	500	0	0	0	No	No	No	No		56,638	500
1774		Joseph Nickell	Assistant Athletic Director, Media Relations	1.000	58,677	0	0	1,000	0	0	0	No	No	No	No		58,677	1,000
3015		Vacant	Director, Sports Information	1.000	46,260	0	0	0	0	0	0	No	No	No	No		46,260	-
1764		Justin LaChapelle	Athletic Technical Support Specialist	1.000	47,508	0	0	500	0	0	0	No	No	No	No		47,508	500
1743		Matthew Mayer	Assistant Business Manager	1.000	40,914	0	0	500	0	0	0	No	No	No	No	40,914	-	500
1776		Brett Herring	Business Office Analyst	1.000	42,100	0	0	500	0	0	0	No	No	No	No		42,100	500
1749		Keita Shimada	Assoc. Athletic Trainer	1.000	48,714	0	0	500	0	0	1,000	No	No	No	No		49,714	500
1760		Lauren Rodgers	Asst Athletic Trainer	1.000	47,508	0	0	500	0	0	1,000	No	No	No	No		48,508	500
1728		Tyson Gale	Assistant Coach, FB Strength & Conditioning	1.000	42,500	2,000	0	500	0	0	2,000	No	No	No	No		44,500	2,500
3950		Julie Rising	Asst Manager, Athletic Events and Facilities	1.000	41,018	0	0	500	0	0	0	No	No	No	No		41,018	500
1711		Marc Paul	Assoc. AD/Athletic Trainer	1.000	77,460	0	0	2,500	0	0	2,000	No	No	No	No		79,460	2,500
1701		Curt Apsey	Executive Director, Athletics	1.000	339,810	0	0	2,000	25,000	17,500	20,000	Yes	Yes	No	Yes		402,310	2,000
3529		Vacant	Asst Director of Compliance	1.000	37,420	0	0	0	0	0	0	No	No	No	No	37,420	-	-
3125		Matthew Thomas	Asst AD, Mkting & Promotions	1.000	61,215	0	0	1,000	0	0	0	No	No	No	No		61,215	1,000
3154		Spencer Jahn	Director, Marketing & Promotions	1.000	47,508	0	0	500	0	0	0	No	No	No	No		47,508	500
1703		Max Corbet	Assoc AD, Administration	1.000	67,788	0	0	2,498	0	0	0	No	No	No	No		67,788	2,498
1763		Michael Walsh	Asst Sports Info Director & Web Coor	1.000	47,508	0	0	500	0	0	0	No	No	No	No		47,508	500
3194		Nicole Gamez	Associate Athletic Director, CFO	1.000	95,930	0	0	1,500	0	0	0	No	No	No	No		95,930	1,500
3023		Cody Smith	Asst Athletic Director, Event Operations	1.000	58,012	0	0	1,000	0	0	0	No	No	No	No		58,012	1,000
1773		Paul Smith	Asst Athletic Trainer	1.000	47,508	0	0	499	0	0	1,000	No	No	No	No		48,508	499
1753		Raul Ibarra	Assistant Director, Athletic Equipment Opera	1.000	43,493	0	0	500	0	0	0	No	No	No	No		43,493	500
1777		Rene Barraza	Athletic Facilities Scheduling Coordinator	1.000	37,212	0	0	500	0	0	300	No	No	No	No		37,512	500
1759		Patricia Moran	Asst Athletic Director Finance	1.000	62,586	0	0	1,000	0	0	0	No	No	No	No		62,586	1,000
1702		Robert Carney	Assoc AD, Facilities and Operations	1.000	91,167	0	0	2,500	0	0	0	No	No	No	No		91,167	2,500
1754		Scott Duncan	Facility Maintenance Supervisor	1.000	49,941	0	0	500	0	0	0	No	No	No	No		49,941	500
3545		Shaela Priaulx-Soho	Ticket Manager	1.000	48,984	0	0	500	0	0	0	No	No	No	No		48,984	500
3110		Taryn Schutte	Academic Advisor	1.000	37,420	0	0	500	0	0	0	No	No	No	No	37,420	-	500
1736		Cameron Howard	Asst Director, Marketing & Promotions	1.000	36,504	0	0	500	0	0	0	No	No	No	No		36,504	500
3188		Katie Tuller	Director, Special Events	1.000	47,508	0	0	500	0	0	0	No	No	No	No		47,508	500
3970		Syringa Stark	Athletic Insurance Coordinator	1.000	37,981	0	0	500	0	0	0	No	No	No	No		37,981	500
3064		Taylor Little	Coordinator, Video Services	1.000	47,508	0	0	500	0	0	0	No	No	No	No		47,508	500
1735		Ashley Hudson	Asst Athletic Trainer	1.000	47,508	0	0	500	0	0	0	No	No	No	No	-	47,508	500
1724		Tobruk Everman Blaine	Head Cheer/Dance Coach	1.000	47,570	0	0	500	0	0	0	No	No	No	No		47,570	500
1715		Tyler Smith	Assoc Athletic Trainer	1.000	57,991	0	0	1,000	0	0	1,000	No	No	No	No	57,991	1,000	1,000
3806		Nicole Denno	Assistant Athletic Trainer	1.000	47,508	0	0	500	0	0	0	No	No	No	No		47,508	500
3947		Victoria Lewis	Business Manager	1.000	47,500	0	0	500	0	0	0	No	No	No	No		47,500	500

PCN	Depart/Name/Title		Athletic FTE	Compensation Base Salary	Camps/ Clinics	Media	Equip Co & Other (Nike)	Contract Bonus Academic Perform. (APR)	Winning Perform. (Winning)	Other (Bowl/Other)	Perks Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Funding Program Revenue	All Other
	Men's Sports																
	Football																
1704	Bryan Harsin	Head Coach	1.000	1,350,004	0	0	3,000	20,000	0	35,000	Yes	Yes	No	Yes		1,405,004	3,000
3103	Kent Riddle	Assoc HC- TE/Spc Team Coord	1.000	275,018	0	0	2,000	4,000	0	3,000	No	Yes	No	Yes		282,018	2,000
1708	Steve Caldwell	Asst HC-Defensive Line	1.000	250,000	0	0	2,000	4,000	0	3,000	No	Yes	No	No		257,000	2,000
3186	Zak Hill	Offensive Coordinator	1.000	285,000	0	0	2,000	2,000	0	3,000	No	Yes	No	No		290,000	2,000
3160	Bradley Bedell	Assistant Coach	1.000	225,000	0	0	0	0	0	0	No	Yes	No	Yes		225,000	-
3162	Andy Avalos	Defensive Coordinator	1.000	315,000	0	0	2,000	4,000	0	3,000	No	Yes	No	Yes		322,000	2,000
1707	Eric Kiesau	Assistant Coach	1.000	185,016	0	0	0	0	0	0	No	Yes	No	No		185,016	-
3134	Ashley Ambrose	Assistant Coach	1.000	210,000	0	0	2,000	2,000	0	3,000	No	Yes	No	No		215,000	2,000
1706	Gabe Franklin	Assistant Coach	1.000	195,000	0	0	2,000	2,000	0	3,000	No	Yes	No	No		200,000	2,000
1705	Lee Marks	Assistant Coach	1.000	145,000	0	0	2,000	4,000	0	3,000	No	Yes	No	No		152,000	2,000
1730	Taylor Tharp	Director, Football Operations/Ext Relations	1.000	60,994	4,000	0	2,000	4,000	0	3,000	No	No	No	No		67,994	6,000
1709	Chris Ross	Director, Program Development	1.000	85,010	15,000	0	2,000	0	0	3,000	No	No	No	No		88,010	17,000
1732	Kevin Riley	Dir. FB Video/Technology	1.000	50,732	0	0	500	0	0	3,000	No	No	No	No		53,732	500
1750	Brad Larrondo	Assoc Athletic Director, Football	1.000	96,852	11,400	0	2,500	4,000	0	3,000	No	Yes	No	No		103,852	13,900
1762	Darren Uscher	Director of Recruiting	1.000	54,941	3,000	0	1,000	2,000	0	3,000	No	No	No	No		59,941	4,000
	Basketball																
1710	Leon Rice	Head Coach	1.000	650,000	0	0	10,000	8,000	14,000	12,776	Yes	Yes	No	Yes		684,776	10,000
1714	Phil Beckner	Assistant Coach, Men's Basketball	1.000	140,000	0	0	2,500	0	4,000	0	No	Yes	No	No		144,000	2,500
1712	Mike Burns	Assistant Coach, Men's Basketball	1.000	125,008	0	0	2,500	0	4,000	0	No	No	No	No		129,008	2,500
3133	Chris Acker	Assistant Coach, Men's Basketball	1.000	125,008	0	0	0	0	0	0	No	No	No	No		125,008	-
1745	David Moats	Director, Men's BB Operations	1.000	42,703	0	0	2,480	0	0	0	No	No	No	No	42,703	-	2,480
	Wrestling																
1713	Mike Mendoza	Head Coach	1.000	72,405	0	0	2,000	0	0	0	No	Yes	No	No	72,405	-	2,000
3182	Riley Orozco	Assistant Coach	1.000	45,012	0	0	500	0	0	0	No	No	No	No	45,012	-	500
3180	Levi Jones	Assistant Coach	1.000	32,136	0	0	500	0	0	0	No	No	No	No	32,136	-	500
	Golf																
3566	Dan Potter	Head Coach	1.000	47,071	0	0	2,000	3,000	0	0	Yes	Yes	No	No		50,071	2,000
	Tennis																-
3151	Greg Patton	Head Coach	1.000	98,800	0	0	2,000	0	0	0	No	Yes	No	No		98,800	2,000
3178	Greg Ouellette	Assistant Coach	1.000	33,426	260	0	500	0	0	0	No	No	No	No	33,426	-	760
	Men/Women's Track & Field																
2223	Corey Ihmels	Head Coach	1.000	107,016	0	0	4,000	6,000	23,750	0	No	No	No	Yes		136,766	4,000
1719	Patrick McCurry	Assistant Coach	1.000	45,844	0	0	500	0	4,250	0	No	No	No	No	45,844	4,250	500
3177	Gavin O'Neal	Assistant Coach	1.000	46,280	0	0	500	1,200	750	0	No	No	No	No	46,280	1,950	500
1721	Travis Hartke	Assoc Head CC & Asst Track and Field Coa	1.000	46,613	0	0	500	2,400	5,250	0	No	No	No	No	46,613	7,650	500
	Women's Sports																
	Basketball																
2226	Gordon Presnell	Head Coach	1.000	220,002	750	0	7,500	12,500	26,500	0	No	No	No	Yes		259,002	8,250
3181	Cody Butler	Assistant Coach	1.000	90,002	1,250	0	500	5,000	7,000	0	No	Yes	No	No	90,002	12,000	1,750
3129	Heather Sower	Assistant Coach	1.000	80,017	1,250	0	500	5,000	7,000	0	No	Yes	No	No	62,463	29,554	1,750
1720	Cariann Ramirez	Assistant Coach	1.000	70,013	2,750	0	500	2,500	7,000	0	No	No	No	No	63,732	15,781	3,250
1744	Julia Fishman	Dir, Women's BB Operations	1.000	47,508	400	0	500	0	3,500	0	No	No	No	No	47,508	3,500	900
	Soccer																
1722	James Thomas	Head Coach	1.000	82,660	5,300	0	2,000	0	0	5,000	No	No	No	No	53,596	34,064	7,300
1723	Edward Moore	Assistant Coach	1.000	33,863	4,975	0	500	0	0	0	No	No	No	No	33,863	-	5,475
1748	Miren Zabala	Assistant Coach	1.000	30,784	4,975	0	500	0	0	0	No	No	No	No		30,784	5,475
	Volleyball																
1716	Shawn Garus	Head Coach	1.000	100,007	10,000	0	3,500	1,750	18,500	0	Yes	Yes	No	Yes		120,257	13,500
3176	Allison Buck	Assistant Coach	1.000	36,005	2,500	0	500	0	1,750	0	No	No	No	No	36,005	1,750	3,000
3130	Candy Murphy	Assistant Coach	1.000	66,020	7,627	0	500	0	1,750	0	No	No	No	No	66,020	1,750	8,127
	Gymnastics																
1718	Neil Resnick	Co-Head Coach	1.000	81,807	0	0	2,000	2,000	9,000	0	Yes	Yes	No	Yes	81,807	11,000	2,000
3174	Tina Bird	Co-Head Coach	1.000	70,013	11,000	0	2,000	2,000	9,000	0	No	Yes	No	Yes		81,013	13,000
3164	Patti Murphy	Assistant Coach	1.000	38,460	4,488	0	500	1,200	2,000	0	No	No	No	No	38,460	3,200	4,988
	Tennis																
3163	Sherman Roghaar	Head Coach	1.000	64,937	8,565	0	2,000	4,000	0	0	No	No	No	Yes	64,937	4,000	10,565
3179	Kristian Widen	Assistant Coach	1.000	45,012	6,280	0	500	1,200	0	0	No	No	No	No	45,012	1,200	6,780
	Golf																
3127	Nicole Bird	Head Coach	1.000	47,029	0	0	2,000	3,000	0	0	Yes	Yes	No	No	47,029	3,000	2,000
	Softball																
1737	Cynthia Ball	Head Coach	1.000	71,428	1,000	0	2,000	0	4,000	0	No	No	No	No	71,428	4,000	3,000
1738	Bailey Wigness	Assistant Coach	1.000	30,680	1,300	0	500	0	0	0	No	No	No	No	30,680	-	1,800
1747	Joel Oliver	Assistant Coach	1.000	30,680	1,700	0	500	0	0	0	No	No	No	No	30,680	-	2,200
	Swimming																
1731	Jeremy Kipp	Head Coach	1.000	81,432	2,750	0	2,000	3,000	6,000	0	No	Yes	No	Yes	81,432	9,000	4,750
1733	Meghan Hawthorne	Assistant Coach	1.000	39,791	2,750	0	500	1,200	1,000	0	No	No	No	No	39,791	2,200	3,250
1746	Brandon Blaisdell	Diving Coach	1.000	45,927	0	0	500	1,200	1,000	0	No	No	No	No	45,012	3,115	500

10,898,874

Notes:
* Employee works 1 FTE at the University. The FTE and Base Salary on this report reflect the amount of the employee's salary which is funded by Athletics.

PCN		Depart/Name/Title	Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Funding Program Revenue	All Other	Base Salary Annualized Change	Comments
		Athletic Administration																	
3150		Aaron Juarez — Associate Sports Info Director	1.000	46,405	0	0	500	0	0	0	No	No	No	No	46,405	-	500	-2% FLSA rollback	
1763		Rachel Caton — Associate Sports Info Director	1.000	46,405	0	0	500	0	0	0	No	No	No	No	-	46,405	500	New	
3530		Adam Herman — Director, Sports Performance Coach	1.000	79,706	0	0	2,000	0	0	2,000	No	No	No	No		81,706	2,000	3% CEC	
3502		Andy Atkinson — Director, Ath Info & Digital Tech	1.000	73,487	0	0	1,000	0	0	0	No	No	No	No		73,487	1,000	3% CEC	
3149		Anita Guerricabeitia — Asst AD - Tkt Operations	1.000	74,340	0	0	1,000	1,500	0	1,200	No	No	No	No		77,040	1,000	3% CEC	
3167		Sara Swanson — Assistant Athletic Director, Student-Athlete Dev	1.000	59,135	0	0	1,000	0	0	0	No	No	No	No		59,135	1,000	3% Promotion & CEC	
3005	*	Natalie Keffer — Assistant Athletic Director, Development	0.010	704	0	0	1,000	0	0	0	No	No	No	No		704	1,000	4% CEC	
3592	*	Bart Hendricks — Director, Development/Athletics	0.282	13,978	0	0	500	0	0	0	No	No	No	No		13,978	500	2% CEC	
1725		Brandon Voigt — Asst Athletic Trainer	1.000	42,328	0	0	500	0	0	1,600	No	No	No	No	42,328	1,600	500	-11% FLSA rollback	
1770		Brayden Dunning — Sr. Director, Development	1.000	52,895	0	0	500	0	0	0	No	No	No	No		52,895	500	6% Equity	
3584		Christina Webster — Director, Annual Giving	1.000	43,202	0	0	500	0	0	0	No	No	No	No		43,202	500	6% Equity	
1758		Benjamin Jaeger — Associate Director, Sports Performance Coach	1.000	44,180	350	0	500	0	0	1,000	No	No	No	No		45,180	850	23% Promotion & CEC	
1768		Caleb Howard — Coordinator, Video Services	1.000	44,908	0	0	500	0	0	0	No	No	No	No		44,908	500	17% Promotion	
1717		Christina Van Tol — Sr. Assoc AD /Internal/SWA	1.000	125,570	0	0	2,500	0	0	0	No	Yes	No	No	125,570	-	2,500	4% CEC	
1772		Brandon Pringle — Assistant Coach, Strength & Conditioning/Foot	1.000	42,516	2,000	0	500	0	0	2,000	No	No	No	No		44,516	2,500	0%	
1761		Tyler Whitmer — Associate Director, Sports Performance Coach	1.000	44,429	0	0	500	0	0	1,000	No	No	No	No		45,429	500	New	
3549		Matt Brewer — Associate Athletic Director, Complinace	1.000	88,900	0	0	2,500	0	0	0	No	No	No	No		88,900	2,500	3% CEC	
1752		Dale Holste — Assoc Dir, Athletic Equipment Operations	1.000	59,509	8,000	0	2,000	0	0	1,000	No	No	No	No		60,509	10,000	3% CEC	
3410		Danielle Charters — Director Business Operations	1.000	56,680	0	0	1,000	0	0	0	No	No	No	No		56,680	1,000	3% CEC	
1739		Vacant — Asst AD, Facility Operations	1.000	-	0	0	0	0	0	0	No	No	No	No		-	-	Vacant	
3030		Brad Larrondo — Senior Associate Athletic Director, External	1.000	103,002	0	0	2,500	4,000	2,000	3,000	No	Yes	No	No		112,002	2,500	6% Promotion	
3072		Benjamin Price — Director of Development	1.000	47,008	0	0	2,500	0	0	0	No	No	No	No		47,008	2,500	New	
1727		Doug Link — Associate Sports Info Director	1.000	46,405	0	0	500	0	0	300	No	No	No	No		46,705	500	-2% FLSA rollback	
3563		Eric Kile — Director, Student Athlete Learning Center	1.000	48,048	0	0	500	1,500	0	0	No	No	No	No	48,048	1,500	500	4% CEC	
1742		David (DJ) Giumento — Manager, Athletic Game Operations	1.000	49,192	0	0	500	0	0	1,000	No	No	No	No		50,192	500	New	
3145		Gabe Rosenvall — Assoc AD, Student Athlete Development	1.000	84,303	0	0	2,500	5,500	0	0	No	No	No	No	84,303	5,500	2,500	11% Promotion	
1700		Heather Berry — Assistant AD, Personnel	1.000	64,813	0	0	1,000	0	0	500	No	No	No	No		65,313	1,000	6% CEC	
1726		James Spooner — Assoc. Athletic Trainer	1.000	59,738	1,000	0	1,000	0	0	1,000	No	No	No	No	59,738	1,000	2,000	3% CEC	
3153		Jeff Pitman — Head Coach, Strength-Football	1.000	150,010	3,000	0	2,000	4,000	25,000	6,000	No	No	No	No		185,010	5,000	6% Promotion	
3132		Jennifer Bellomy — Assistant Athletic Director, Compliance	1.000	66,269	0	0	1,000	0	0	0	No	No	No	No		66,269	1,000	3% CEC	
1741		Christopher Nichol — Academic Advisor, Director of Tutor Program	1.000	44,970	0	0	500	1,500	0	0	No	No	No	No	44,970	1,500	500	3% CEC	
1767		Kyle Moeller — Asst Director, Athletic Equipment Operations	1.000	38,314	0	0	500	0	0	0	No	No	No	No		38,314	500	New	
1751		Jolenne Dimeo — Facility Operations Supervisor	1.000	58,363	0	0	500	0	0	0	No	No	No	No		58,363	500	3% CEC	
1774		Joseph Nickell — Associate Athletic Director, Media Relations	1.000	72,509	0	0	2,500	0	0	0	No	No	No	No		72,509	2,500	24% Promotion & CEC	
1771		Vacant — Director, Creative Services	1.000	47,508	0	0	0	0	0	0	No	No	No	No		47,508	-	Vacant	
1764		Justin LaChapelle — Athletic Technical Support Specialist	1.000	47,216	0	0	500	0	0	0	No	No	No	No		47,216	500	-1% FLSA rollback	
1743		Matthew Mayer — Assistant Business Manager	1.000	43,181	0	0	500	0	0	0	No	No	No	No	43,181	-	500	6% Equity	
1776		Mackenzie Cabot — Business Office Analyst	1.000	42,100	0	0	500	0	0	0	No	No	No	No		42,100	500	New	
3805		Keita Shimada — Assoc. Athletic Trainer	1.000	52,936	0	0	1,000	0	0	1,000	No	No	No	No		53,936	1,000	9% Equity	
1760		Lauren Rodgers — Asst Athletic Trainer	1.000	39,645	0	0	500	0	0	1,000	No	No	No	No		40,645	500	-17% FLSA rollback	
1728		Tyson Gale — Assistant Coach, FB Strength & Conditioning	1.000	42,516	2,000	0	500	0	0	2,000	No	No	No	No		44,516	2,500	0%	
3950		Julie Rising — Asst Manager, Athletic Events and Facilities	1.000	42,266	0	0	500	0	0	500	No	No	No	No		42,766	500	3%	
1711		Marc Paul — Assoc. AD/Athletic Trainer	1.000	79,789	0	0	2,500	0	0	2,000	No	No	No	No		81,789	2,500	3% CEC	
1701		Curt Apsey — Executive Director, Athletics	1.000	352,581	0	0	2,000	35,000	17,500	20,000	Yes	Yes	No	Yes		425,081	2,000	4% CEC	
1766		Vacant — Asst Director of Compliance	1.000	38,300	0	0	0	0	0	0	No	No	No	No		38,300	-	Vacant	
3529		Vacant — Asst Director of Compliance	1.000	38,300	0	0	0	0	0	0	No	No	No	No		38,300	-	Vacant	
3125		Matthew Thomas — Asst AD, Mkting & Promotions	1.000	63,066	0	0	1,000	0	0	0	No	No	No	No		63,066	1,000	3% CEC	
3154		Spencer Jahn — Director, Marketing & Promotions	1.000	45,324	0	0	500	0	0	1,000	No	No	No	No		46,324	500	-5% FLSA rollback	
1763		Peter Clark — Asst Sports Info Director & Web Coor	1.000	38,314	0	0	500	0	0	0	No	No	No	No		38,314	500	New	
3194		Nicole Gamez — Associate Athletic Director, Business Affairs	1.000	98,842	0	0	1,500	0	0	1,000	Yes	No	No	No		99,842	1,500	3% CEC	
3023		Cody Smith — Asst Athletic Director, Event Operations	1.000	60,050	0	0	1,000	0	0	1,800	No	No	No	No		61,850	1,000	4% CEC	
1773		Seth Rede — Asst Athletic Trainer	1.000	38,314	0	0	500	0	0	1,000	No	No	No	No		39,314	500	New	
1753		Raul Ibarra — Assistant Director, Athletic Equipment Operatic	1.000	44,388	0	0	500	0	0	0	No	No	No	No		44,388	500	2% CEC	
1777		Rene Barraza — Athletic Facilities Scheduling Coordinator	1.000	39,292	0	0	500	0	0	300	No	No	No	No		39,592	500	6% CEC	
1759		Patricia Moran — Asst Athletic Director Business & Finance	1.000	64,460	0	0	1,000	0	0	200	No	No	No	No		64,660	1,000	3% CEC	
1702		Robert Carney — Assoc AD, Facilities and Operations	1.000	93,912	0	0	2,500	0	0	2,300	No	No	No	No		96,212	2,500	3% CEC	
1754		Vacant — Facility Maintenance Supervisor	1.000	52,936	0	0	0	0	0	0	No	No	No	No		52,936	-	Vacant Equity	
3545		Shaela Priaulx-Soho — Ticket Manager	1.000	50,336	0	0	500	0	0	1,000	No	No	No	No		51,336	500	3% CEC	
3110		Taryn Schutte — Academic Advisor	1.000	39,666	0	0	500	1,500	0	0	No	No	No	No	39,666	1,500	500	6% Equity	
1736		Cameron Howard — Asst Director, Marketing & Promotions	1.000	39,292	0	0	500	0	0	300	No	No	No	No		39,592	500	8% Promotion & CEC	
3188		Katie Tuller — Director, Special Events	1.000	43,576	0	0	500	0	0	0	No	No	No	No		43,576	500	-8% FLSA rollback	
3970		Syringa Stark — Athletic Insurance Coordinator	1.000	39,687	0	0	500	0	0	0	No	No	No	No		39,687	500	4% CEC	
3064		Taylor Little — Coordinator, Video Services	1.000	47,903	0	0	500	0	0	0	No	No	No	No		47,903	500	1% CEC	
1773		Connor Bennett — Asst Athletic Trainer	1.000	38,314	0	0	500	0	0	0	No	No	No	No	-	38,314	500	New	
1724		Kassondra Landry — Head Cheer/Dance Coach	1.000	40,020	0	0	500	0	0	0	No	No	No	No		40,020	500	New	
1715		Tyler Smith — Assoc Athletic Trainer	1.000	59,738	0	0	1,000	0	0	1,600	No	No	No	No	59,738	1,600	1,000	3% CEC	
3806		Nicole Denno — Assistant Athletic Trainer	1.000	39,271	0	0	500	0	0	0	No	No	No	No		39,271	500	-17% FLSA rollback	
3947		Victoria Lewis — Business Manager	1.000	49,005	0	0	500	0	0	0	No	No	No	No		49,005	500	3% CEC	

Intercollegiate Athletics Compensation Report
Boise State University
FY2018 Estimated Compensation

PCN	Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Funding Program Revenue	All Other	Base Salary Annualized Change	Comments
							Nike	APR	Winning	Bowl/Other									
	Men's Sports																		
	Football																		
1704	Bryan Harsin	Head Coach	1.000	1,450,000	0	0	3,000	20,000	125,000	0	Yes	Yes	No	Yes		1,595,000	3,000	7% Contract	
3103	Kent Riddle	Assoc HC- TE/Spc Team Coord	1.000	290,000	3,000	0	2,000	4,000	25,000	6,000	No	Yes	No	Yes		325,000	5,000	5% Promotion	
1708	Chad Kauhaahaa	Asst HC-Defensive Line	1.000	225,000	3,000	0	2,000	0	0	0	No	Yes	No	No		225,000	5,000	New	
3186	Zak Hill	Offensive Coordinator	1.000	300,000	3,000	0	2,000	4,000	25,000	6,000	No	Yes	No	Yes		335,000	5,000	5% Promotion	
3160	Bradley Bedell	Assistant Coach	1.000	250,000	3,000	0	2,000	4,000	25,000	6,000	No	Yes	No	No		285,000	5,000	11% Promotion	
3162	Andy Avalos	Defensive Coordinator	1.000	335,000	3,000	0	2,000	4,000	35,000	6,000	No	Yes	No	Yes		380,000	5,000	6% Promotion	
1707	Eric Kiesau	Assistant Coach	1.000	210,000	3,000	0	2,000	2,000	25,000	6,000	No	Yes	No	No		243,000	5,000	14% Promotion	
3134	Jeffrey Popovich	Assistant Coach	1.000	200,000	3,000	0	2,000	0	0	0	No	Yes	No	No		200,000	5,000	New Promotion	
1706	Gabe Franklin	Assistant Coach	1.000	210,000	3,000	0	2,000	4,000	25,000	6,000	No	Yes	No	No		245,000	5,000	8% Promotion	
1705	Lee Marks	Assistant Coach	1.000	155,000	3,000	0	2,000	4,000	25,000	6,000	No	Yes	No	No		190,000	5,000	7% Promotion	
1730	Taylor Tharp	Director, Football Operations/Ext Relations	1.000	61,007	4,000	0	2,000	4,000	2,000	3,000	No	No	No	No		70,007	6,000	0%	
1775	Vacant	Director, Program Development	1.000	87,381	-	0	0	0	0	0	No	No	No	No		87,381	-	Vacant CEC	
1732	Kevin Riley	Dir. FB Video/Technology	1.000	50,732	0	0	500	0	2,000	3,000	No	No	No	No		55,732	500	0%	
1765	Vacant	Football Recruiting Operations Coordinator	1.000	38,300	0	0	0	0	0	0	No	No	No	No		38,300	-	Vacant	
1762	Darren Uscher	Director of Recruiting	1.000	54,954	3,000	0	1,000	4,000	2,000	3,000	No	No	No	No		63,954	4,000	0%	
	Basketball																		
1710	Leon Rice	Head Coach	1.000	675,002	0	0	10,000	20,000	8,000	0	Yes	Yes	No	Yes		703,002	10,000	4% Contract	
1714	Phil Beckner	Assistant Coach, Men's Basketball	1.000	140,005	0	0	2,500	5,000	2,000	0	No	Yes	No	No		147,005	2,500	0%	
1712	Mike Burns	Assistant Coach, Men's Basketball	1.000	128,758	0	0	2,500	5,000	2,000	0	No	Yes	No	No		135,758	2,500	3% Contract	
3133	Chris Acker	Assistant Coach, Men's Basketball	1.000	125,008	0	0	2,500	0	2,000	0	No	Yes	No	No		127,008	2,500	0%	
1745	David Moats	Director, Men's BB Operations	1.000	42,703	0	0	2,500	0	1,000	0	No	No	No	No	42,703	1,000	2,500	0%	
	Wrestling																		
1713	Vacant	Head Coach	1.000	-	0	0	0	0	0	0	No	No	No	No	-	-	-	Vacant	
3182	Riley Orozco	Assistant Coach	1.000	45,012	0	0	500	1,200	0	0	No	No	No	No	45,012	1,200	500	0%	
3180	Vacant	Assistant Coach	1.000	-	0	0	0	0	0	0	No	No	No	No	-	-	-	Vacant	
	Golf																		
3566	Dan Potter	Head Coach	1.000	62,504	0	0	2,000	3,000	0	0	Yes	Yes	No	No		65,504	2,000	33% Retention	
	Tennis																	-	
3151	Greg Patton	Head Coach	1.000	100,548	0	0	2,000	1,600	0	0	No	Yes	No	No		102,148	2,000	2% CEC	
3178	Pierre Tafelski	Assistant Coach	1.000	33,967	250	0	500	1,000	0	0	No	No	No	No	33,967	1,000	750	New	
	Men/Women's Track & Field																		
2223	Corey Ihmels	Head Coach	1.000	108,909	0	0	4,000	9,000	23,750	0	No	No	No	Yes		141,659	4,000	2% CEC	
1719	Patrick McCurry	Assistant Coach	1.000	51,780	0	0	500	2,400	4,250	0	No	No	No	No	51,780	6,650	500	13% CEC + Retention	
3177	Gavin O'Neal	Assistant Coach	1.000	47,216	0	0	500	1,200	750	0	No	No	No	No	47,216	1,950	500	2% CEC	
1721	Travis Hartke	Assoc Head CC & Asst Track and Field Coach	1.000	52,924	0	0	500	2,400	5,250	0	No	No	No	No	52,924	7,650	500	14% CEC + Retention	
	Baseball																		
3191	Gary Van Tol	Head Coach	1.000	80,000	0	0	2,000	0	0	0	Yes	Yes	No	Yes		80,000	2,000	New	
3105	Vacant	Assistant Coach	1.000	50,000	0	0	0	0	0	0	No	No	No	No		50,000	-	Vacant	
3107	Vacant	Assistant Coach	1.000	50,000	0	0	0	0	0	0	No	No	No	No		50,000	-	Vacant	
	Women's Sports																		
	Basketball																		
2226	Gordon Presnell	Head Coach	1.000	230,007	750	0	7,500	12,500	1,000	0	No	No	No	Yes		243,507	8,250	5% Contract	
3181	Cody Butler	Assistant Coach	1.000	95,015	1,250	0	500	5,000	2,000	0	No	Yes	No	No	95,015	7,000	1,750	6% Promotion	
3129	Heather Sower	Assistant Coach	1.000	85,010	1,250	0	500	5,000	2,000	0	No	Yes	No	No	62,463	29,547	1,750	6% Promotion	
1720	Cariann Ramirez	Assistant Coach	1.000	75,005	2,750	0	500	5,000	2,000	0	No	Yes	No	No	63,732	18,273	3,250	7% Promotion	
1744	Julia Fishman	Dir, Women's BB Operations	1.000	39,271	400	0	500	2,500	1,000	0	No	No	No	No	39,271	3,500	900	-17% FLSA rollback	
	Soccer																		
1722	James Thomas	Head Coach	1.000	83,304	5,000	0	2,000	3,000	0	5,000	No	No	No	Yes	53,596	37,708	7,000	1% CEC	
1723	Edward Moore	Assistant Coach	1.000	34,736	4,500	0	500	1,200	0	0	No	No	No	No	34,736	1,200	5,000	3% CEC	
1748	Vacant	Assistant Coach	1.000	31,554	0	0	0	0	0	0	No	No	No	No	31,554	-	-	Vacant	
	Volleyball																		
1716	Shawn Garus	Head Coach	1.000	110,012	10,000	0	3,500	5,000	1,500	0	Yes	Yes	No	Yes		116,512	13,500	10% Contract	
3176	Allison Buck	Assistant Coach	1.000	36,005	2,500	0	500	1,200	750	0	No	No	No	No	36,005	1,950	3,000	0%	
3130	Candy Murphy	Assistant Coach	1.000	66,020	7,500	0	500	1,200	750	0	No	No	No	No	66,020	1,950	8,000	0%	
	Gymnastics																		
1718	Neil Resnick	Co-Head Coach	1.000	84,802	500	0	2,000	2,000	2,000	0	Yes	Yes	No	Yes	84,802	4,000	2,500	4% Contract	
3174	Tina Bird	Co-Head Coach	1.000	75,005	10,000	0	2,000	2,000	2,000	0	No	Yes	No	Yes		79,005	12,000	7% Contract	
3164	Patti Murphy	Assistant Coach	1.000	39,458	4,000	0	500	1,200	1,000	0	No	No	No	No	39,458	2,200	4,500	3% CEC	
	Tennis																		
3163	Sherman Roghaar	Head Coach	1.000	66,581	5,000	0	2,000	4,000	0	0	No	Yes	No	Yes	66,581	4,000	7,000	3% CEC	
3179	Kristian Widen	Assistant Coach	1.000	46,176	5,000	0	500	1,200	0	0	No	No	No	No	46,176	1,200	5,500	3% CEC	
	Golf																		
3127	Nicole Bird	Head Coach	1.000	47,757	0	0	2,000	3,000	0	0	Yes	Yes	No	No	47,757	3,000	2,000	2% CEC	
	Softball																		
1737	Cynthia Ball	Head Coach	1.000	72,884	1,000	0	2,000	3,000	2,000	0	No	No	No	No	72,884	5,000	3,000	2% CEC	
1738	Bailey Wigness	Assistant Coach	1.000	31,450	1,000	0	500	1,200	0	0	No	No	No	No	31,450	1,200	1,500	3% CEC	
1747	Joel Oliver	Assistant Coach	1.000	31,159	1,000	0	500	1,200	0	0	No	No	No	No	31,159	1,200	1,500	2% CEC	
	Swimming																		
1731	Jeremy Kipp	Head Coach	1.000	86,445	2,750	0	2,000	3,000	3,000	0	No	Yes	No	No	86,445	6,000	4,750	6% Contract	
1733	Meghan Hawthorne	Assistant Coach	1.000	40,592	2,750	0	500	1,200	1,000	0	No	No	No	No	40,592	2,200	3,250	2% CEC	
1746	Brandon Blaisdell	Diving Coach	1.000	46,426	500	0	500	1,200	1,000	0	No	No	No	No	45,012	3,614	1,000	1% CEC	

11,230,649

Notes:
* Employee works 1 FTE at the University. The FTE and Base Salary on this report reflect the amount of the employee's salary which is funded by Athletics.

Intercollegiate Athletics Compensation Report
Idaho State University
FY 2017 Actual Compensation

Depart/Name/Title			Athletic FTE	Base Salary	27th Pay date	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform..	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Athletic Administration:																		
Jeff Tingey		Athletic Director	1.00	144,664	5,564		15,000					Yes	Yes		Yes	150,228	15,000	
Jim Kramer		Asst Athl Dir/ UBO	1.00	75,733	2,913										No	78,646		
Nancy Graziano		Assoc Athl Dir/Compliance	1.00	79,082	3,042										No	82,123		
Matthew Steuart		Dir Academic Services/Asst Athl Dir	1.00	49,130	1,890										No		51,019	
Steve Schaack		Asst AD - Media Relations	1.00	57,200	2,200										No	59,400		
Jenna Larson		Asst Dir Media Relations	1.00	37,357	1,437										No	38,794		
Jodi Wotowey		Head Athletic Trainer	1.00	53,726	2,066										No	55,793		
Brandon Payne		Asst Athletic Trainer	1.00	40,616	1,602										No	42,218		
Daryl Finch	(A)	Asst Athletic Trainer	0.88	37,644											No	37,644		
Elizabeth Reinstein		Asst Athletic Trainer	1.00	38,257	1,484	242									No	39,741		242
Kristin Shuman		Head Strength Coach	0.95	47,617											No	47,617		
Kalee Ralphs		Director of Marketing & Promos	1.00	42,016	1,616										No		43,632	
Tyson Munns	(A)	Asst AD for Development	0.70	35,796											No		35,796	
Joe Borich	(B)	Asst AD for Development	0.20	15,289								Yes	Yes		No		15,289	
Robert Crompton		Athletic Equipment Manager	1.00	35,901	1,381	140									No	37,282		140
Bengal Foundation																		
Donna Hays		Exec Dir Bengal Foundation	1.00	50,482	1,942										No		52,423	
Men's Sports																		
Football																		
Mike Kramer	(A)	Hd Coach	0.91	149,720	5,758								Yes		Yes	155,479		
Robert Phenicie	(B)	Interim Hd Coach	0.24	21,579									Yes		No	21,579		
Spencer Toone		Asst Coach/Defense Coordinator	1.00	56,680	2,180	6,350									No	58,860		6,350
Dorian Keller		Asst Coach	1.00	40,019	1,539	6,500									No	41,558		6,500
Roger Cooper		Asst Head Coach - Defensive Coor.	1.00	51,522	1,982	13,500							Yes		No	53,503		13,500
Braeden Clayson	(A)	Dir of Football Operations/Video Coor.	0.75	34,172											No	34,172		
Tyson Munns	(B)	Dir of Football Operations/Video Coor.	0.31	14,611		6,100									No	14,611		6,100
Steven Fifita		Asst Coach/Def Line/NFL Coord	1.00	41,226	1,586	5,900									No	42,811		5,900
Matthew Troxel	(A)	Asst Coach / Academic Liaison	0.68	37,210									Yes		No	37,210		
Aaron Prier	(B)	Asst Coach / Academic Liaison	0.15	3,846		3,200									No	1,442	2,404	3,200
Robert Phenicie	(A)	Asst Coach - Offensive Coor./QB	0.76	40,274											No	40,274		
Matthew Troxel	(B)	Asst Coach - Offensive Coor./QB	0.17	11,848		6,100									No	11,848		6,100
Stanley Franks	(A)	Asst Coach - Defensive Backs	0.86	35,517											No	35,517		
Tevita Fiefia		Asst Coach/Special Teams Coor.	1.00	44,939	1,923	6,000									No	46,862		6,000
Basketball																		
William Evans		Hd Coach	0.95	103,114	3,966	2,200	20,000						Yes		Yes	107,080	20,000	2,200
Andrew Ward		Asst Coach	1.00	65,624	2,524	2,200							Yes		No	68,148		2,200
Jay Collins		Asst Coach	1.00	42,515	1,635	2,200									No	44,150		2,200
Tim Walsh		Asst Coach	1.00	43,368	1,668	2,200									No	45,036		2,200
Tennis																		
Gretchen Maloney		Hd Coach	0.42	20,618											No	20,618		
Mark Rodel		Asst Coach	0.38	16,656											No	16,656		

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

Intercollegiate Athletics Compensation Report
Idaho State University
FY 2017 Actual Compensation

Depart/Name/Title			Athletic FTE	Base Salary	27th Pay date	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform..	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Track & Field																		
Hillary L. Merkley		Hd Coach	0.46	29,121	1,120										No	30,241		
Yuriy Litvinski		Asst Coach	0.46	16,479											No	16,479		
Cross Country																		
Nathan Houle		Hd Coach	0.50	24,003	923										No	24,926		
Women's Sports																		
Basketball																		
Seton Sobolewski		Hd Coach	0.95	96,599	3,715	1,000	5,000		5,000		2,205		Yes		Yes	100,314	12,205	1,000
Michael Trujillo		Asst Coach	1.00	47,757	1,837	2,000							Yes		No	49,594		2,000
Ryan Johnson		Asst Coach	1.00	32,198	1,238	2,200									No	33,437		2,200
Bryanna Mueller		Asst Coach	0.96	24,877		500									No	24,877		500
Volleyball																		
Fredrick Reynolds		Hd Coach	0.91	62,803	2,416	3,000			2,500	1,500			Yes		Yes	65,219	4,000	3,000
Keisha Fisher		Asst Coach	0.97	30,420	1,202	4,000									No	31,622		4,000
Tennis																		
Gretchen Maloney		Hd Coach	0.42	20,618											No	20,618		
Mark Rodel		Asst Coach	0.38	16,656											No	16,656		
Track & Field																		
Hillary L. Merkley		Hd Coach	0.46	29,121	1,120										No	30,241		
Yuriy Litvinski		Asst Coach	0.46	16,479											No	16,479		
Golf																		
Kelly Hooper		Hd Coach	0.18	8,760											No	8,760		
Cross Country																		
Nathan Houle		Hd Coach	0.50	24,003	923										No	24,926		
Soccer																		
Allison Gibson		Hd Coach	1.00	65,894	2,534	11,125							Yes		Yes	68,429		11,125
Christopher Cogan		Asst Coach	1.00	32,178	1,238	4,100									No	33,415		4,100
Softball																		
Candi Letts		Hd Coach	1.00	58,011	2,231	1,750							Yes		Yes	60,242		1,750
Lauren Cantillo	(A)	Asst Coach	0.12	4,270											No	4,270		
Alex Schultz	(B)	Asst Coach	0.88	30,967		3,000									No	30,967		3,000
Grand Total			42.94	2,386,784	72,394	95,507	40,000	0	7,500	1,500	2,205					2,258,614	251,769	95,507

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

Game Guarantee Payments
  Seton Sobolewski - $2,205 (3% of the Gross Guarantee Payments)

(* These coaches receive pay for their participation in off-campus clinics or events.
  These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of
of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column.
Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent
of time employed.

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Depart/Name/Title			Athletic FTE	Base Salary	Compensation			Contract Bonus			Perks			Multi-Yr Contract	Funding			Base Salary Annualized Change	Comments
					Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other		
Athletic Administration:																			
Jeff Tingey		Athletic Director	1.00	150,467		15,000		6,000			Yes	Yes		Yes	150,467	21,000		4%	Merit
Nancy Graziano		Assoc Athl Dir / Compliance	1.00	81,474										No	81,474			3%	Merit
Jim Kramer		Asst Athl Dir/ UBO	1.00	77,251										No	77,251			2%	Merit
Matthew Steuart		Dir Academic Services	1.00	51,106										No	51,106			4%	Merit
Steve Schaack		Asst AD for Media Relations	1.00	58,926										No	58,926			3%	Merit
Jenna Larson		Asst Director Media Relations	1.00	38,480										No	38,480			3%	Merit
Jodi Wotowey		Head Athletic Trainer	1.00	55,349										No	55,349			3%	Merit
Shannon Burke		Asst Sports Trainer	0.93	34,584										No	34,584			New	
Brandon Payne		Asst Athletic Trainer	1.00	41,642										No	41,642			3%	Merit
Elizabeth Reinstein		Asst Athletic Trainer	1.00	38,126										No	38,126			0%	
Daniel Ryan		Dir of Strength & Conditioning	0.98	44,146										No	44,146			New	
Kalee Ralphs	(A)	Director of Marketing & Promos	0.71	30,799										No		30,799		3%	Merit
Vacant	(B)	Director of Marketing & Promos	0.29	12,486												12,486		New	
Joe Borich		Asst AD for Development	1.00	75,005							Yes	Yes		No		75,005		0%	
Robert Crompton		Athletic Equipment Manager	1.00	37,357	200									No	37,357		200	4%	Merit
Michael Kramer		Former Head Football Coach	0.56	91,756										No		91,756		New	
Bengal Foundation																			
Donna Hays		Exec Dir Bengal Foundation	1.00	52,000							Yes			No		52,000		3%	Merit
Men's Sports																			
Football																			
Robert Phenicie		Interim Hd Coach	0.54	45,523								Yes		No	45,523			-4%	
Robert Phenicie		Hd Coach	0.37	61,795								Yes		Yes	61,795			New	
Charles Yancy		Asst Coach	1.00	40,019										No	40,019			New	
Spencer Toone	(A)	Asst Coach/Offensive Line	0.54	31,136										No	31,136			2%	Merit
Roman Sapolu	(B)	Asst Coach/Offensive Line	0.42	16,931										No	16,931			New	
Dorian Keller	(A)	Asst Coach	0.65	27,214										No	27,214			4%	Merit
James Stagge	(B)	Asst Coach	0.34	13,545										No	13,545			New	
Roger Cooper		Asst Head Coach - DL & Acad. Liason	1.00	55,998								Yes		No	55,998			9%	Merit & Sal Incr
Tyson Munns		Director of Football Oper./Video Coord.	1.00	48,443										No	48,443			2%	Merit
Steven Fifita		Asst Coach - Defensive Line	1.00	43,421										No	43,421			5%	Merit & Sal Incr
Matthew Troxel	(A)	Asst Coach/Offensive Coor.	0.58	40,392										No	40,392			0%	
Michael Ferriter	(B)	Asst Coach/Offensive Coor.	0.42	25,388										No	25,388			New	
Aaron Prier		Asst Coach/Academic Liaison	1.00	27,315										No	27,315			9%	Sal Incr
Tevita Fiefia		Asst Coach / Special Teams Coor.	1.00	54,621										No	54,621			22%	Sal Incr
Basketball																			
William Evans		Hd Coach	0.96	106,213	1,800	20,000						Yes		Yes	106,213	20,000	1,800	3%	Merit
Andrew Ward		Asst Coach	1.00	66,955	1,800							Yes		No	66,955		1,800	2%	Merit
Jay Collins		Asst Coach	1.00	43,368	1,800									No	43,368		1,800	2%	Merit
Tim Walsh		Asst Coach	1.00	44,678	1,800									No	44,678		1,800	3%	Merit
Tennis																			
Gretchen Maloney		Hd Coach	0.42	21,243										No	21,243			3%	Merit
Mark Rodel		Asst Coach	0.38	17,328										No	17,328			4%	Merit

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

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Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Base Salary Annualized Change	Comments
Track & Field																		
Hillary L. Merkley	Hd Coach	0.46	29,121										No	29,121			0%	
Yuriy Litvinski	Asst Track & Field Coach	0.50	18,730										No	18,730			4% Merit	
Cross Country																		
Nathan Houle	Hd Coach - Asst Coach T&F	0.50	24,003					500					No	24,003	500		0%	
Women's Sports																		
Basketball																		
Seton Sobolewski	Hd Coach	0.96	99,499		5,000					Yes			Yes	99,499	5,000		3% Merit	
Michael Trujillo	Asst Coach	1.00	48,714	1,458						Yes			Yes	48,714		1,458	2% Merit	
Ryan Johnson	Asst Coach	1.00	33,176	1,458									No	33,176		1,458	3% Merit	
Bryanna Mueller	Asst Coach	1.00	26,790	1,458									No	26,790		1,458	4%	
Volleyball																		
Fredrick Reynolds	Hd Coach	0.91	62,803	2,500						Yes			Yes	62,803		2,500	0%	
Keisha Fisher (A)	Asst Coach	0.63	19,826	3,500									No	19,826		3,500	0%	
April Sanchez (B)	Asst Coach	0.37	11,415	5,500									No	11,415		5,500	New	
Tennis																		
Gretchen Maloney	Hd Coach	0.42	21,243										No	21,243			3% Merit	
Mark Rodel	Asst Coach	0.38	17,328										No	17,328			4% Merit	
Track & Field																		
Hillary L. Merkley	Hd Coach	0.46	29,121										No	29,121			0%	
Yuriy Litvinski	Asst Track & Field Coach	0.50	18,730										No	18,730			4% Merit	
Golf																		
Dallen Atkins	Hd Coach	0.38	19,032										No	19,032			New	
Cross Country																		
Nathan Houle	Hd Coach - Asst Coach T&F	0.50	24,003					500					No	24,003	500		0%	
Soccer																		
Allison Gibson	Hd Coach	1.00	65,894				4,600			Yes			Yes	65,894	4,600		0%	
Christopher Cogan (A)	Asst Coach	0.54	17,853	1,000									No	17,853		1,000	3% Merit	
Stephanie Beall (B)	Asst Coach	0.45	19,806										No	19,806			New	
Softball																		
Candi Letts	Hd Coach	1.00	58,011							Yes			Yes	58,011			0%	
Alex Schultz	Asst Coach	1.00	36,067										No	36,067			3% Merit	
Grand Total		44.05	2,503,646	24,275	40,000	0	11,600	0	0					2,241,600	313,646	24,275		

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

Game Guarantee Payments
No Game Guarantee Payments will be issued this fiscal year.

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If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of
of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column.
Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent
of time employed.

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Depart/Name/Title		Athletic FTE	Compensation Base Salary	Camps/ Clinics	Media	Equip Co & Other^^	Contract Bonus Academic Perform.	Winning Perform.	Other	Other Club Memb.	Car	Other	Multi-Yr Contract	Funding State Approp.	Program Revenue	All Other
Athletic Administration:																
Rob Spear	Athletic Director	1.00	192,597		15,000	1,080	10,000				yes*		yes	202,597	16,080	
Thomas Zimmer	Business Manager, Athletics	1.00	77,078			100								77,078	100	
Ugis Svazs	Compliance Coordinator	1.00	38,808											38,808	0	
Margaret Henderson	Asst Business Manager, Athletics	1.00	42,355												42,355	
Amber Pittman	Administrative Coordinator	1.00	35,529												35,529	
Jill Reader	Administrative Coordinator	1.00	30,715												30,715	
Margaret Sayler	Administrative Assistant 1	1.00	2,136												2,136	
Anthony Castro	Dir. Equip Rm	1.00	51,377			720									52,097	
Marisa Vitek	Asst Equip Rm	1.00	34,714			440									35,154	
Tim Jackson	Video Coor.	1.00	47,177			480									47,657	
Becky Paull	Dir. Med. Rel	1.00	66,609			360									66,969	
Seth Pringle	Asst. Med Rel	1.00	39,601			360									39,961	
Joeseph St. Pierre	Asst. Med Rel	1.00	30,734			360									31,094	
Erin Bierstedt	Asst Trainer	1.00	11,732	675		120									11,852	675
Christopher Walsh	Asst Trainer	1.00	31,974			200									32,174	
Toby van Amerongen	Asst Trainer	1.00	47,544			480									48,024	
Barrie Steele	Hd Trainer	1.00	79,948	475		720									80,668	475
Margaret Eldrich	Student Insurance Coord	1.00	34,141												34,141	
Jake Scharnhorst	Strength Coach	1.00	62,253	250		960		1,000							63,213	1,250
Joe Herold	Asst Strength	1.00	33,014	250		270									33,284	250
Miles Gemberling	Asst Strength	1.00	34,148												34,148	
Isaiah Phelps	Asst Strength	1.00	7,066												7,066	
Tim Mooney	Assoc AD/External Ops	0.50	58,981	^		960						yes			59,941	
Pete Isakson	Assoc AD/Revenue Generation	0.50	20,196	^		400									20,596	
Samantha Parrott	Devl. Coor.	0.50	30,132	^		960									31,092	
Suzanne Stride	Devl. Coor.	0.50	30,132	^		960									31,092	
Shelly Robson	Devl. Coor.	0.50	23,956	^		960						yes			24,916	
Brent Vicino	Asst AD, Annual Giving	0.25	795												795	
Troy Nealey	Devl. Coor.	0.25	6,903	^		560									7,463	
Emily Adams	Devl. Coor.	1.00	48,752			480									49,232	
Ryan Gilmore	Dir Marketing/Promotions	1.00	38,654			405									39,059	
Kaitlin Parsons	Asst Dir Marketing/Promotions	1.00	7,308			180									7,488	
Chris Apenbrink	Director of Ticket Ops	1.00	46,270			480									46,750	
Hardin, Glendon	Ticket Sales Manager	1.00	41,712			480									42,192	
Men's Sports																
Football																
Paul Petrino	Hd Coach	1.00	188,970		250,000	960	10,000	60,000			yes+		yes	198,970	250,960	60,000
Kris Cinkovich	Assistant	1.00	158,429	2,000		960		2,000			yes			158,429	960	4,000
Michael Breske	Assistant	1.00	137,600	1,650		960		2,000						137,600	960	3,650
Jason Shumaker	Assistant	1.00	82,624	2,000		960		2,000			yes			82,624	960	4,000
Charles Molnar	Assistant	1.00	75,370	2,000	5,272	960		2,000			yes			75,370	6,232	4,000
Aric Williams	Assistant	1.00	74,142	2,000		960		2,000						74,142	960	4,000
Troy Purcell	Assistant	1.00	68,256	2,000		960		2,000			yes+			68,256	960	4,000
Eric Brown	Assistant	1.00	60,373	4,000		1,120		2,000			yes+			60,373	1,120	6,000
Alfred Pupunu	Assistant	1.00	45,484	2,000		560		2,000			yes*			45,484	560	4,000
Luther Elliss	Assistant	1.00	20,698			320					yes			20,698	320	
Kenneth Holmes	Assistant	1.00	31,205	2,000		480					yes*			31,205	480	2,000
Bobby Daly	Assistant/Dir. of FB Ops	1.00	62,494	4,289		960								62,494	960	4,289
Brian Reader	Dir. of FB Ops	1.00	19,727			400								19,727	400	
Basketball																

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Depart/Name/Title		Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other^^	Academic Perform.	Winning Perform.	Other	Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other
				Compensation				**Contract Bonus**		**Other**					**Funding**	
Don Verlin	Hd Coach	1.00	184,891		60,000	960	6,250	15,000	11,902 &		yes		yes	218,043	60,960	
Tim Murphy	Assistant	1.00	70,214		16,500	960					yes			70,214	17,460	
Zachary Claus	Assistant	1.00	45,845		10,000	960								45,845	10,960	
Kirk Earlywine	Assistant	1.00	44,096		14,000	960					yes+			44,096	14,960	
Tim Marrion	Dir Player Development	1.00	10,415			400					yes*			10,415	400	
Brooks Malm	Dir Player Development	1.00	25,499								yes*			25,499	0	
Men's Track & XC																
Tim Cawley	Dir. of T&F	0.50	34,157		4,000	960	1,750						yes	34,157	6,710	
Cathleen Cawley	Assistant	0.50	18,908											18,908	0	
Travis Floeck	Assistant	0.50	24,314			480								24,314	480	
Golf																
David Nuhn	Hd Coach	1.00	41,249			960		2,000						41,249	2,960	
Tennis																
Abid Akbar	Hd Coach	1.00	40,233			960								40,233	960	
Women's Sports																
Basketball																
Jon Newlee	Hd Coach	1.00	107,889		18,000	960	1,500	17,694	16,786 &		yes		yes	107,889	54,940	
Christa Sanford	Assistant	1.00	64,796			960								64,796	960	
Jeri Jacobson	Assistant	1.00	33,887	500		960								33,887	960	500
Steven Fennelley	Assistant	1.00	34,669	500	5,000	960								34,669	5,960	500
Women's Track & XC																
Tim Cawley	Dir. of T&F	0.50	34,157		4,000		1,750						yes	34,157	5,750	
Cathleen Cawley	Assistant	0.50	18,908			960								18,908	960	
Travis Floeck	Assistant	0.50	24,314			480								24,314	480	
Volleyball																
Debbie Buchanan	Hd Coach	1.00	93,287		15,000	960					yes+		yes	93,287	15,960	
Brian Lamppa	Associate	1.00	44,485		10,000	960								44,485	10,960	
Kara Newlee	Assistant	1.00	38,916			960								38,916	960	
Women's Soccer																
Derek Pittman	Hd Coach	1.00	46,742		15,000	960	1,500	5,000					yes	46,742	22,460	
Joshua Davis	Assistant	1.00	32,419			960								32,419	960	
Women's Golf																
Lisa Johnson	Hd Coach	1.00	47,205			960	1,000	3,430						47,205	5,390	
Tennis																
Mariana Cobra Muraca	Hd Coach	1.00	7,426			160		2,000						7,426	2,160	
Babar Akbar	Hd Coach	1.00	13,593			320								13,593	320	
Women's Swimming																
Mark Sowa	Hd Coach	1.00	56,205		18,000	960								56,205	18,960	
Kelsie Saxe	Assistant	1.00	27,002		5,000	960								27,002	5,960	
James Southerland	Assistant	1.00	29,614			960								25,986	4,588	
Grand Totals		**69.00**	**3,705,742**	**26,589**	**464,772**	**46,035**	**33,750**	**122,125**	**28,688**					**2,678,711**	**1,645,400.92**	**103,589**

^   other portion of full FTE paid by Advancement
^^   cell phone stipend
&   share of game guarantee and/or gate per contract
yes+   receive a car stipend between $200-$400/month rather than a car; this amount not included in base salary

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Athletic Administration:																	note: all % are skewed by 27th payroll in FY17	
Rob Spear	Athletic Director	1.00	193,024		15,000	540	10,000				yes		yes	203,024	15,540		0.2%	
Thomas Zimmer	Business Manager, Athletics	1.00	78,770											78,770			2.2%	
Ugis Svazs	Compliance Coordinator	1.00	49,899											49,899			28.6%	FLSA increase
Margaret Henderson	Asst Business Manager, Athletics	1.00	41,579												41,579		-1.8%	
Amber Pittman	Administrative Coordinator	1.00	34,778												34,778		-2.1%	
Jill Reader	Administrative Coordinator	1.00	30,742												30,742		0.1%	
Anthony Castro	Dir. Equip Rm	1.00	51,022			360									51,382		-0.7%	
Marisa Vitek	Asst Equip Rm	1.00	30,638			240									30,878		-11.7%	overtime in FY17
Tim Jackson	Video Coor.	1.00	54,995	2,000		240									55,235	2,000	16.6%	retention increase
Janel Lee	Asst. Video Svcs	1.00	27,810												27,810		New	
Mike Walsh	Dir. Med. Rel	1.00	61,006												61,006		New	
Seth Pringle	Asst. Med Rel	1.00	36,691			180									36,871		-7.3%	overtime in FY17
Joeseph St. Pierre	Asst. Med Rel	1.00	34,424			180									34,604		12.0%	retention increase
Christopher Walsh	Asst Trainer	1.00	48,464	750		240								48,464	240	750	51.6%	new hire in FY17
Justin Pomar	Asst Trainer	1.00	48,464											48,464	0		New	
Chelsea Richardson	Asst Trainer	1.00	48,464												48,464		New	
Barrie Steele	Hd Trainer	1.00	78,603	588		360								78,603	360	588	-1.7%	
Margaret Eldrich	Student Insurance Coord	1.00	34,278											34,278	0		0.4%	
Jake Scharnhorst	Strength Coach	1.00	63,024			480									63,504		1.2%	
Miles Gemberling	Asst Strength	1.00	41,746												41,746		22.2%	promotion
Isaiah Phelps	Asst Strength	1.00	32,157	500											32,157	500	355.1%	new hire in FY17
Tim Mooney	Assoc AD/External Ops	0.50	57,983 ^			480					yes				58,463		-1.7%	
Pete Isakson	Assoc AD/Revenue Generation	0.50	52,510 ^			480									52,990		162.0%	new hire in FY17
Samantha Parrott	Devl. Coor.	0.50	29,619 ^			480									30,099		-1.7%	
Suzanne Stride	Devl. Coor.	0.50	29,619 ^			480									30,099		-1.7%	
Shelly Robson	Devl. Coor.	0.50	23,400 ^			480					yes				23,880		-2.3%	
Emily Adams	Devl. Coor.	1.00	48,464			240									48,704		-0.6%	
Andrew Clausen	Dir Marketing/Promotions	1.00	41,517												41,517		New	
Chris Apenbrink	Director of Ticket Ops	1.00	48,464												48,464		4.7%	FLSA increase
Men's Sports																		
Football																		
Paul Petrino	Hd Coach	1.00	191,214		255,000	480	20,000				yes+		yes	211,214	255,480		1.2%	
Kris Cinkovich	Assistant	1.00	155,730	3,000		480					yes			155,730	480	3,000	-1.7%	
Michael Breske	Assistant	1.00	135,262	3,000		480								135,262	480	3,000	-1.7%	
Jason Shumaker	Assistant	1.00	83,616	3,000		480					yes			83,616	480	3,000	1.2%	
Charles Molnar	Assistant	1.00	76,502	3,000	5,272	480					yes			76,502	5,752	3,000	1.5%	
Aric Williams	Assistant	1.00	75,026	3,000		480								75,026	480	3,000	1.2%	
Luther Elliss	Assistant	1.00	70,637	3,000		480					yes			70,637	480	3,000	241.3%	new hire in FY17
Troy Purcell	Assistant	1.00	69,014	3,000		480					yes+			69,014	480	3,000	1.1%	
Eric Brown	Assistant	1.00	65,645	7,500		480					yes+			65,645	480	7,500	8.7%	promotion
Bobby Daly	Assistant	1.00	57,970	5,390		480								57,970	480	5,390	-7.2%	overtime in FY17
Brian Reader	Dir. of FB Ops	1.00	49,899	3,000		480								49,899	480	3,000	152.9%	new hire in FY17

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University of Idaho
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Depart/Name/Title		Athletic FTE	Compensation Base Salary	Camps/ Clinics	Media	Equip Co & Other^^	Contract Bonus Academic Perform	Winning Perform.	Other	Other Club Memb.	Car	Other	Multi-Yr Contract	Funding State Approp.	Program Revenue	All Other	Base Salary Annualized Change	Comments
Basketball																		
Don Verlin	Hd Coach	1.00	185,432		60,000	480	0	12,500	20,000 &		yes		yes	217,932	60,480		0.3%	
Tim Murphy	Assistant	1.00	71,053		15,000	480					yes			71,053	15,480		1.2%	
Zachary Claus	Assistant	1.00	46,405		12,000	480								46,405	12,480		1.2%	
Kirk Earlywine	Assistant	1.00	44,637		12,500	480					yes+			44,637	12,980		1.2%	
Brooks Malm	Dir Player Development	1.00	37,440								yes			37,440	0		46.8%	new hire in FY17
Men's Track & XC																		
Tim Cawley	Dir. Of T&F	0.50	33,582		4,000	480	2,000						yes	35,582	4,480		-1.7%	
Cathleen Cawley	Assistant	0.50	18,595											18,595	0		-1.7%	
Travis Floeck	Assistant	0.50	23,910			240								23,910	240		-1.7%	
Golf																		
David Nuhn	Hd Coach	1.00	42,037			480	750							42,787	480		1.9%	
Tennis																		
Abid Akbar	Hd Coach	1.00	40,726			480								40,726	480		1.2%	
Women's Sports																		
Basketball																		
Jon Newlee	Hd Coach	1.00	108,222		18,000	480	1,500	6,000	28,000 &		yes		yes	143,722	18,480		0.3%	
Christa Sanford	Assistant	1.00	63,710			480								63,710	480		-1.7%	
Jeri Jacobson	Assistant	1.00	34,299	500		480								34,299	480	500	1.2%	
Steven Fennelley	Assistant	1.00	35,194	500		480								35,194	480	500	1.5%	
Women's Track & XC																		
Tim Cawley	Dir. Of T&F	0.50	33,582		4,000		2,000						yes	35,582	4,000		-1.7%	
Cathleen Cawley	Assistant	0.50	18,595			480								18,595	480		-1.7%	
Travis Floeck	Assistant	0.50	23,910			240								23,910	240		-1.7%	
Volleyball																		
Debbie Buchanan	Hd Coach	1.00	91,707		15,000	480	1,500				yes+		yes	93,207	15,480		-1.7%	
Brian Lamppa	Associate	1.00	43,742		10,000	480								43,742	10,480		-1.7%	
Kara Newlee	Assistant	1.00	38,272			480								38,272	480		-1.7%	
Women's Soccer																		
Derek Pittman	Hd Coach	1.00	47,278		15,000	480	1,500	4,000					yes	52,778	15,480		1.1%	
Joshua Davis	Assistant	1.00	32,718			480								32,718	480		0.9%	
Women's Golf																		
Lisa Johnson	Hd Coach	1.00	47,778			480	1,000							48,778	480		1.2%	
Tennis																		
Babar Akbar	Hd Coach	1.00	39,915			480								39,915	480		193.6%	new hire in FY17
Women's Swimming																		
Mark Sowa	Hd Coach	1.00	56,888		18,000	480								56,888	18,480		1.2%	
Kelsie Saxe	Assistant	1.00	27,331		2,500	480								27,331	2,980		1.2%	
James Southerland	Assistant	1.00	29,952			480								26,283	4,149		1.1%	
Grand Totals		61.49	3,799,581	41,728	461,272	21,780	40,250	22,500	48,000					2,986,009	1,407,374	41,728		

^ other portion of full FTE paid by Advancement
^^ cell phone stipend
& share of game guarantee/gate per contract
yes+ receive a car stipend between $200-$400/month rather than a car; this amount not included in base salary

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
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Depart/Name/Title		FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other
Athletic Administration															
Gary Picone	Director, Athletics	1.00	79,832						2,500	No	Yes	No	73,275		9,057
Brooke Henze	Asst. Director	1.00	61,684							No	Yes	No	24,057		37,627
Tracy Collins	Trainer	1.00	47,476	1,500						No	No	No	47,476	1,500	
Taryn Cadez-Schmidt	Asst. Athletic Trainer	1.00	37,336							No	No	No	28,002		9,334
Alexandria Tygerson	Athletic Operations Manager	1.00	37,637							No	No	No	37,637		
Kristina Keener	Business Manager	1.00	40,442							No	No	No	13,750		26,692
Allison Beck	Admin. Asst. 2	1.00	30,940							No	No	No	10,520		20,420
Men's Sports															
Basketball															
Brandon Rinta	Head Coach	1.00	53,012					500	500	No	Yes	No	54,012		
Drew Church (New)	Asst. Coach	0.14	5,000	835						No	No	No			5,835
Baseball															
Jeremiah Robbins	Head Coach	1.00	70,000					1,000	1,500	No	Yes	No	72,500		
Kyle Blackwell	Asst. Coach	1.00	37,337							No	No	No	37,337		
Allen Balmer	Asst. Coach	1.00	47,515							No	No	No	47,515		
Cross-Country															
Mike Collins	Head Coach	0.25	13,341	250				250	500	No	No	No	14,091	250	
Cyrus Hall	Asst. Coach	0.25	9,364							No	No	No	9,364		
Track															
Mike Collins	Head Coach	0.25	13,340	2,250				250	250	No	No	No	13,840	2,250	
Cyrus Hall	Asst. Coach	0.25	9,364							No	No	No	9,364		
Tennis															
Kai Fong	Head Coach	0.50	27,234					500	250	No	No	No	8,375		19,609
Golf															
Paul Thompson (Old)	Head Coach	0.23	0					750		No	No	No	750		
Drew Reinland	Head Coach	0.25	10,000							No	No	No	7,600	2,400	
Fred Noland	Asst. Coach	0.07	2,500							No	No	No			2,500

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Page 2

Depart/Name/Title		FTE	Compensation				Contract Bonus			Perks		Multi-Yr Contract	All Compensation		
			Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Mbership	Car		State Approp.	Program Revenue	All Other
Women's Sports															
Basketball															
Brian Orr	Head Coach	1.00	55,542							No	Yes	No	55,542		
Aubree Callen	Asst. Coach	0.28	10,000							No	No	No			10,000
Cross-Country															
Mike Collins	Head Coach	0.25	13,341					250		No	No	No	13,591		
Cyrus Hall	Asst. Coach	0.25	9,364							No	No	No	9,364		
Track															
Mike Collins	Head Coach	0.25	13,341	2,250				250	250	No	No	No	13,841	2,250	
Cyrus Hall	Asst. Coach	0.25	9,364							No	No	No	9,364		
Matthew Kelley	Pole Vault Asst.	0.03	1,000	150						No	No	No			1,150
Volleyball															
Latoya Harris	Head Coach	1.00	50,000							No	Yes	No	50,000		
Tennis															
Kai Fong	Head Coach	0.50	27,233						250	No	No	No	7,875		19,608
Golf															
Paul Thompson (Old)	Head Coach	0.23	0					250		No	No	No	250		
Drew Reinland	Head Coach	0.25	10,000							No	No	No	7,600	2,400	
Fred Noland	Asst. Coach	0.07	2,500							No	No	No			2,500
	GRAND TOTAL	17.55	835,039	7,235	0	0	0	4,000	6,000				676,892	33,035	142,347

Intercollegiate Athletics Compensation Report
Lewis-Clark State College
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Depart/Name/Title	Title	FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Base Salary Annualized Change
Athletic Administration																
Gary Picone (Old)	Director, Athletics								2,500	No	No	No	2,225	275		
Brooke Henze (New)	Director, Athletics	1.00	79,832							No	Yes	No	71,050		8,782	New
Scott McClure	Assoc. Director	1.00	51,074							No	No	No	20,940		30,134	New
Tracy Collins	Trainer	1.00	49,138	1,500						No	No	No	49,138	1,500		3.5%
Taryn Cadez-Schmidt	Asst. Athletic Trainer	1.00	38,643							No	No	No	28,982		9,661	3.5%
Alexandria Tygerson (Old)	Athletic Operations Manager	1.00	19,320							No	No	No	19,320			
Allison Beck (New)	Athletic Operations Manager	1.00	22,350							No	No	No	22,350			New
Kristina Keener	Business Manager	1.00	41,898							No	No	No	14,245		27,653	3.6%
Allison Beck (Old)	Admin. Asst. 2	1.00	15,456							No	No	No	5,255		10,201	
Melissa Strerath (New)	Admin. Asst. 2	1.00	16,744							No	No	No	5,693		11,051	New
Men's Sports																
Basketball																
Brandon Rinta	Head Coach	1.00	54,920	20,000				500	1,000	No	Yes	No	56,420	20,000		3.6%
Drew Church	Asst. Coach	0.14	5,000	1,340						No	No	No			6,340	0%
Baseball																
Jeremiah Robbins	Head Coach	1.00	72,450	5,525				1,000	1,500	No	Yes	No	74,950	5,525		3.5%
Kyle Blackwell (Old)	Asst. Coach	1.00	14,276	5,525						No	No	No	14,276	5,525		
William Silvestri (New)	Asst. Coach	1.00	28,985							No	No	No	28,985			New
Allen Balmer	Asst. Coach	1.00	49,178							No	No	No	49,178			3.5%
Cross-Country																
Mike Collins	Head Coach	0.25	13,808					500	750	No	No	No	15,058			3.1%
Cyrus Hall	Asst. Coach	0.25	9,692							No	No	No	9,692			3.5%
Track																
Mike Collins	Head Coach	0.25	13,808	1,250				250	250	No	No	No	14,308	1,250		3.1%
Cyrus Hall	Asst. Coach	0.25	9,692	400						No	No	No	9,692	400		3.5%
Lawrence Sandahl (New)	Asst. Coach	0.04	1,350							No	No	No			1,350	0.0%
Matthew Kelley (New)	Pole Vault Asst.	0.03	1,125							No	No	No			1,125	New
Tennis																
Kai Fong	Head Coach	0.50	28,187							No	No	No	7,892		20,295	3.5%
Deanri Human	Asst Coach	0.12	625							No	No	No			625	
Golf																
Drew Reinland	Head Coach	0.25	10,300					500		No	No	No	8,328		2,472	3%
Fred Noland	Asst. Coach	0.07	2,500							No	No	No			2,500	0%
Maxton Reinland (New)	Asst. Coach	0.06	2,000							No	No	No			2,000	New

Intercollegiate Athletics Compensation Report
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Page 2

Depart/Name/Title		FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Mbership	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Base Salary Annualized Change
Women's Sports																
Basketball																
Brian Orr	Head Coach	1.00	57,486	6,354				1,000	1,000	No	Yes	No	59,486	6,354		3.5%
Caelyn Orlandi (New)	Asst. Coach	0.28	9,762							No	No	No			9,762	New
Cross-Country																
Mike Collins	Head Coach	0.25	13,808						250	No	No	No	14,058			3.1%
Cyrus Hall	Asst. Coach	0.25	9,692							No	No	No	9,692			3.5%
Track																
Mike Collins	Head Coach	0.25	13,808	1,250				250	250	No	No	No	14,308	1,250		3.1%
Cyrus Hall	Asst. Coach	0.25	9,692	400						No	No	No	9,692	400		3.5%
Lawrence Sandahl (New)	Asst. Coach	0.04	1,350							No	No	No			1,350	0.0%
Matthew Kelley	Pole Vault Asst.	0.03	1,125	150						No	No	No			1,275	12.5%
Volleyball																
LaToya Harris (Old)	Head Coach	1.00	26,539							No	Yes	No	26,539			0.0%
Shaun Pohlman (New)	Head Coach	1.00	22,886							No	Yes	No	22,886			New
Vacant	Asst. Coach									No	No	No				Vacant
Tennis																
Kai Fong	Head Coach	0.50	28,186					500	500	No	No	No	8,892		20,294	3.5%
Deanri Human	Asst Coach	0.11	625							No	No	No			625	
Golf																
Drew Reinland	Head Coach	0.25	10,300					500	500	No	No	No	8,828		2,472	3%
Fred Noland	Asst. Coach	0.07	2,500							No	No	No			2,500	0%
Maxton Reinland (New)	Asst. Coach	0.06	2,000							No	No	No			2,000	New
	GRAND TOTAL	21.55	862,109	43,694	0	0	0	5,000	8,500				702,357	70,681	144,265	

SUBJECT
　　Athletics Gender Equity Reports

REFERENCE
June 2016	Board adopted the reports required by the institutions' federal regulatory body regarding compliance with Title IX in athletics programs, along with summaries of such reports, as the method to report to the Board on gender equity.

APPLICABLE STATUTE, RULE, OR POLICY
　　Idaho State Board of Education Governing Policies & Procedures, Section V.X.

ALIGNMENT WITH STRATEGIC PLAN
　　Goal 1 ("A Well Educated Citizenry") Objective A ("Access: Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.").

BACKGROUND/DISCUSSION
　　Title IX of the Education Amendments of 1972 is the federal legislation that bans gender discrimination in schools, whether in academics or athletics. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance …." (20 U.S.C. §1681(a))

　　In 1996 the US Department of Education's Office for Civil Rights (OCR) issued a "Clarification of Intercollegiate Athletics Policy Guidance: The Three-Part Test" to determine if an institution is in compliance. All three parts must be met for an institution to be considered in compliance.

　　First, the selection of sports and the level of competition must accommodate the students' interests and abilities, using one of the three factors listed below:

1. Participation opportunities for male and female students are provided in numbers **substantially proportionate** to their respective enrollments.
2. Where the members of one gender have been and are underrepresented among intercollegiate athletes, whether the institution can show a **history** and **continuing practice of program expansion** which is demonstrably responsive to the developing interests and abilities of that gender.
3. Where the members of one gender are underrepresented among intercollegiate athletes and the institution cannot show a continuing practice of program expansion, whether it can be demonstrated that the interests and abilities of the members of that gender have been **fully and effectively accommodated** by the present program.

Second, financial assistance must be substantially proportionate to the ratio of male and female athletes. Institutions within 1% variance are considered compliant.

Third, benefits, opportunities, and treatments afforded sports participants are to be equivalent, but not necessarily identical, including equipment and supplies, scheduling of games and practices, travel expenses, availability and compensation of coaches, quality of facilities, medical services, housing, dining, and recruitment. Compliance is measured on a program-wide basis, not on a sport-by-sport basis.

Idaho State Board of Education (Board) Policy V.X.4.c requires the four-year institutions to provide gender equity reports for review by the Board in a format and time to be determined by the Executive Director. The reports from the institutions include a narrative discussion of gender equity-related issues along with a summary table which distills data from the detailed gender equity report provided annually by each institution to the U.S. Department of Education.

IMPACT

The attached summary worksheets show the institutions' enrollment, financial aid, and participants by gender. The worksheets also show the actual revenues and expenses for the most current completed fiscal year by sport, as well as overall operating (Game Day) expenses, number of participants, and operating expenses per participant. Finally, the worksheets provide information on average salaries of coaches and the count of coaches per sport by gender.

ATTACHMENTS
Attachment 1: BSU Gender Equity Narrative   Page 5
Attachment 2: BSU Gender Equity Worksheet   Page 17
Attachment 3: ISU Gender Equity Narrative   Page 21
Attachment 4: ISU Gender Equity Worksheet   Page 23
Attachment 5: UI Gender Equity Narrative   Page 27
Attachment 6: UI Gender Equity Worksheet   Page 29
Attachment 7: LCSC Gender Equity Narrative   Page 33
Attachment 8: LCSC Gender Equity Worksheet   Page 35

STAFF COMMENTS AND RECOMMENDATIONS

Significant information on gender equity aspects of athletic operations at the individual institutions is included in the attached narrative documents. The actual detailed "Equity in Athletics Data Analysis (EADA)" reports are also available for review and analysis by the public on the U.S. Department of Education website at https://ope.ed.gov/athletics/ . This site also provides tools to download EADA reports for any NCAA or NAIA institution and to compare groups of institutions and review trends.

In their narratives, the institutions reported the status of compliance in the three parts of Title IX.

Boise State University (BSU) provided an in-depth analysis of their compliance to Title IX in all three tests. BSU reported compliance in the first test because the average number of participants per women's team is higher than the number of female participants needed to achieve strict proportionality. BSU also reported compliance in the second test for financial assistance with a .9% advantage to males. For the third test, BSU did not report any disparities.

Idaho State University (ISU) is in compliance for the first test. For the participation test, both their participation and enrollments are 49% male and 51% female. For the second test for financial aid, ISU is not in compliance. Their unduplicated count is 52.1% male while their financial aid for males is 54.9%. The difference of 2.8% is more than the 1% threshold. ISU states that financial opportunities are equitably available between genders, but the annual awarding and accepting of scholarships varies. While ISU did not state whether they were in compliance in the third test, they did note that specific program areas are monitored.

University of Idaho (UI) reported a 1.2% differential in the first test with a disadvantage to males. UI reported noncompliance in the second test for financial assistance with a 4.7% disadvantage to females. UI did not state whether they were in compliance in the third test, however they did note specific program enhancements that have been made.

Lewis-Clark State College (LCSC) reported noncompliance in the first test because it missed substantial proportionality in enrollments by 18% with a disadvantage to females and noted meeting the first test is problematic due to financial constraints. LCSC reported noncompliance in the second test for financial assistance by 5% with a disadvantage to males. LCSC reports compliance in the thirst test for program equivalency.

Representatives from the four affected institutions will be available in the event that Board members have questions on specific areas related to Gender Equity reports or on the institutions' efforts related to achieving/maintaining equity.

BOARD ACTION

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

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ATTACHMENT 1

BOISE STATE UNIVERSITY
NARRATIVE SUMMARY FOR GENDER EQUITY REPORT 2017-2018

At Boise State University, the Athletic Department, with oversight from the Intercollegiate Athletic Advisory Committee (IAAC) Gender-Equity Subcommittee, conducts an annual *Gender-Equity Review for Compliance with Title IX in Athletics.* The outcome of this report includes recommendations to the university that help achieve and maintain compliance in areas where gender differences may currently exist or may be developing. The summary of recommendations made from the FY17 review in the areas of travel and per diem allowances, scheduling of games and practices, housing and dining facilities and services, and equipment and supplies are summarized in Table 1 on page 8. Recommendations that have been made over the last eight years and a summary of progress towards completion are outlined in Table 2 on pages 9-15. A suggested schedule of program area reviews is outlined in Table 3 on page 16.

Outside consultant, Good Sports, Inc. Title IX and Gender Equity Specialists, will conduct a comprehensive evaluation of the Boise State Athletic Department in 2017-18 and 2018-19. The consultant will assist in providing strategic options to resolve gender differences that currently exist or could develop as a result of the discontinuation of wrestling in 2017 and addition of baseball in 2019 and beyond.

Participation Opportunities
At Boise State University, we have maintained compliance for this component of Title IX by providing women and men with participation opportunities at rates that are proportionate to their respective rates of enrollment as full-time undergraduate students (meeting "test one" of the three part test). The participation review is in progress for FY18, but in FY17 athletic participation was 50.1% women to 49.9% men. The measure of proportionality in athletics for every institution is related to its full-time undergraduate enrollment. Boise State's fulltime undergraduate enrollment combined total for the fall 2016 and spring 2017 semesters was 52.7% female and 47.3% male.

While Boise State does not meet *strict* proportionality (athletic participation rates match *exact* undergraduate enrollment rates for each gender), the OCR's 1996 Policy Clarification explains how to determine "how close is close enough." OCR evaluators identify:
    A. The average number of participants per team in the underrepresented gender;
    B. The number of participants in the underrepresented gender to be added to the current program to achieve strict proportionality; and
    C. Determine which of the two numbers is larger.

If the average number of participants per team of the underrepresented gender is larger, compliance with test one (proportionality) is achieved.

For Boise State, the average number of participants per women's team in 2016-17 was 21.7 (260 female participants, 12 women's teams). In order to meet strict proportionality,

using the 2016-2017 athletic participation and undergraduate enrollment numbers, 21 additional female participants would be needed to reach 52.7% athletic participation. Because the average number of participants per women's team is higher than the number of female participants needed to achieve strict proportionality (21.7 versus 21) with the undergraduate population, participation rates are considered "close enough" that compliance with test one (proportionality) is met per the OCR's 1996 Policy Clarification.

The assessment of accommodation of interests and abilities indicates Boise State University complied with the participation program component in 2016-2017 because women and men were provided with participation opportunities at rates that are at or near proportionate to their respective rates of enrollment as full-time undergraduate students (meeting test one, proportionality).

Further, to ensure continued compliance in this program area, head coaches are provided guidelines for roster size maximums and minimums annually. Each roster size is based on the head coach's input on their ideal roster size with consideration of the overall program participation rates. This practice will be continued in upcoming years and represents the Athletic Department's continued effort to provide proportionate participation opportunities with respect to undergraduate enrollment.

Athletic Financial Aid
Compliance for this program component requires an analysis of regular term athletic aid that is awarded, summer term awards and degree completion financial aid. To achieve compliance, total scholarship dollars awarded during the regular academic year should be substantially proportionate to participation rates for male and female student-athletes. At Boise State University, in 2016-17, the variance between financial aid (unduplicated) participation and financial aid awarded (using the *NCAA Squad List Athletic Grant Amount*) was 0.9%. To achieve Title IX compliance the recommended variance of percentage points should be to be within +/- 1%, and therefore, Boise State was **in compliance with regard to athletic financial aid** in FY17.

Summer term awards and fifth-year aid for student-athletes who have exhausted their eligibility are analyzed separately from each other and separate from regular year aid. There is no compliance standard established specifically for summer term or fifth year aid and there is no expectation that the need for these awards will arise at the same proportion as participation. Disproportionate awards for the summer term and fifth-year student-athletes are not unusual. The essential consideration is whether female and male student-athletes have an equal opportunity to receive such awards.

Summer Term Awards. At Boise State, summer term aid is based on the percentage of athletic scholarship the student-athlete has been awarded during the regular term. For incoming student-athletes who will receive aid in the fall, the sports are budgeted for every student-athlete to take three credits, receive five weeks of room and board and a book stipend. This opportunity is equivalently available to all programs. Based on the set policy,

summer term financial aid is equally available to male and female student-athletes who request aid, which ensures Boise State is in compliance with Title IX.

Degree Completion Financial Aid. At Boise State degree completion financial aid is available to all student-athletes who qualify. The policy for qualification is consistent across all sport programs, ensuring compliance with Title IX.

Athletic Benefits and Opportunities
With regard to the remaining eleven program areas under Athletic Benefits and Opportunities, the Gender-Equity Subcommittee has made new recommendations to continue improving program areas in order to maintain or achieve equity between male and female student-athletes. Those recommendations and progress towards completion are outlined in the table on the following pages. Guidance on the prioritization of addressing these recommendations will be provided by the consultant reviewing the Boise State Athletic Department for the 2017-18 academic year. Some of these outstanding recommendations are, in part being addressed in the budget this fiscal year, while others will be addressed during the next budget cycle. However; overall, a funding source for addressing *all* disparities and programs needs still needs to identified.

Table 1
Summary of 2016-2017 Review Recommendations
Travel and Per Diem Allowances, Housing and Dining Facilities and Services,
Equipment and Supplies, Scheduling of Games and Practices Recommendation

Recommendation
Travel and Per Diem Allowances: Modes of transportation to and from away competitions and at competition sites for soccer, softball, and volleyball be evaluated to resolve existing gender differences and to prevent further disparities from arising. *Travel and Per Diem Allowances:* Travel squad sizes for soccer, swimming and indoor and outdoor track and field be evaluated to resolve existing gender differences and to prevent further disparities from arising. *Travel and Per Diem Allowances:* Length of stay before and after competitions, with focus on beach volleyball, and indoor and outdoor track and field be evaluated to address existing disparities. *Travel and Per Diem Allowances*: The Athletic Department continue to evaluate and monitor travel budgets for all women's programs, men's and women's track and field, and for men's golf and tennis to ensure equivalent adequacy between men's and women's programs within the department, specifically to adequately address student-athlete welfare during away competitions regardless of location.
Scheduling of Games and Practice Times: The Athletic Department monitor competition schedules to ensure an optimal number of contests are being scheduled for all programs and that travel budgets for these programs, specifically for swimming and diving and track and field, are supplemented accordingly to allow for a similar level of adequacy of competition scheduling. *Scheduling of Games and Practice Times*: The addition of lights is considered for the softball and soccer facilities.
Housing and Dining Facilities and Services: Training table is considered for all of the men's and women's programs who would like it or for a similar percentage of male and female student-athletes. *Housing and Dining Facilities and Services:* Pre- and post-game meals are addressed by either providing these meals to all teams that want them at the frequency and location preferred by the team, or that a similar percentage of female participants are provided pre- and post-game meals at a location and quality equivalent to the men's programs that receive them.
Equipment and Supplies: Equipment and NIKE allotment budgets for women's programs, specifically, women's golf, gymnastics, soccer, softball, and swimming and diving, are evaluated to ensure that competition uniforms, practice gear, and sport-specific items can be provided at a similar quality and frequency as they are provided to men's programs. *Equipment and Supplies:* Equipment and NIKE allotment budgets are evaluated for women's programs, specifically women's golf, soccer, and softball, to ensure equivalently adequate quantity of necessary competition and practice uniforms and sport-specific items are provided by the athletic department.

ATTACHMENT 1

Table 2
Summary of Recommendations Made and Progress Towards Completion
from 2009-2010 and Subsequent Reviews through 2016-2017, Updated February 2018

Recommendations	Progress Made
(15-16 Rec) Accommodation of Interests and Abilities: The Athletic Department continues to monitor and carefully examine participation goals, and guide head coaches regarding roster sizes to ensure quality participation opportunities for female student-athletes and efficient but not excessive participation opportunities for male student-athletes, specifically in football and men's and women's track and field and cross-country. Updated Recommendation: (*16-17 Rec) Accommodation of Interests and Abilities:* The Athletic Department continues to monitor and carefully examine participation goals, and guide head coaches regarding roster sizes to ensure quality participation opportunities for female student-athletes and efficient but not excessive participation opportunities for male student-athletes to ensure continued compliance during the gap of wrestling being discontinued and after the baseball team has a full roster in 2019-20 and beyond.	**ONGOING** Participation rates in 2016-17 met compliance standards for test one (proportionality) of the three-part-test.
(15-16 & 16-17 Rec) Athletic Financial Assistance: The Athletic Department continues to require coaches to fully award female athletic scholarship dollars during the academic school year unless there is a reasonable professional decision to do otherwise.	**ONGOING** Financial aid award rates in 2016-17 met compliance standards because financial aid was awarded at a rate that was proportionate to participation (within 1 percentage point)
(15-16 Rec) Athletic Financial Assistance: The Athletic Department continues to monitor scholarship budgets for female equivalency sports with budget constraints limiting them the ability to fully award scholarship allotments. Updated Recommendation: *(16-17 Rec) Athletic Financial Assistance:* The Athletic Department continues to monitor scholarship budgets for female equivalency sports knowing budget constraints may limit the ability to fully award scholarship allotments. Priority should be given to funding beach volleyball scholarships	**ONGOING** The athletic department has increased female scholarship budgets over the last 8 years and has been able to cover overages for women's programs that exceed scholarship budgets.
(15-16 Rec) Coaching: As female participation opportunities increase over time, an additional full time assistant track coach should be considered, with strong consideration given to a hiring a female coach.	
(09-10 Rec) Coaching: The University gives multi-year contracts equally to men's and women's head coaches.	**COMPLETED** FY13 - Softball and Swimming and Diving Head Coaches were offered multi-year contracts,

	softball declined, swimming has been approved by the SBOE. FY14 - Gymnastics co-head coaches were both offered multi-year, one accepted, completed and in effect for FY14. FY15 - Women's Tennis was offered a multi-year contract, which was completed for FY15. FY16 – the new swimming coach and the other co-head gymnastics coach were given multi-year contracts. FY18—the women's soccer coach was given a multi-year contract.
(15-16 Rec) Recruitment of Student-Athletes: The Athletic Department continue to evaluate recruitment budgets for all sports, with emphasis placed on track and field/cross-country, women's basketball, gymnastics, soccer, softball, and volleyball to assure adequate recruitment resources for these programs.	**ONGOING** FY18 – volleyball recruiting budget increased $20K to accommodate for NCAA rule changes
(15-16 Rec) Recruitment of Student-Athletes: The Athletic Department considers awarding additional courtesy cars or compensation in lieu of a courtesy car to eight women's program assistant coaches with off-campus recruiting duties.	**ONGOING** FY18 - women's head tennis coach was provided a courtesy car. FY18 - new SBOE policy on courtesy cars and compensation in lieu of a courtesy car requires additional evaluation of this program component before proceeding
(15-16 Rec) Recruitment of Student-Athletes: The softball coach pursues the use of a loaner car for use during official recruiting weekends.	
(10-11 Rec) Recruitment of Student-Athletes: The women's swimming and diving coach pursue the use of a loaner car for use during official recruiting weekends.	**COMPLETED** The coach now has a courtesy car that is sufficient for official recruiting weekends.
(12-13 Rec) Equipment and Supplies: The Department of Athletics evaluate the gymnastics and track and field equipment budgets with regard to competition uniforms and an adequate amounts of training shoes for team members. Updated Recommendation: *(16-17 Rec) Equipment and Supplies:* Equipment and NIKE allotment budgets for women's programs, specifically, women's golf, gymnastics, soccer, softball, and swimming and diving, are evaluated to ensure that competition uniforms, practice gear, and sport-specific items can be provided at a similar quality and frequency as they are provided to men's programs. and *(16-17 Rec) Equipment and Supplies:* Equipment and NIKE allotment budgets are evaluated for women's programs, specifically women's golf, soccer, and softball,	**ONGOING** FY17 – one time supplements of NIKE allotment was provided to track and field ($2,400) additional training shoes. Volleyball and sand volleyball received a combined increase of NIKE allotment ($3,368) for cold weather and outdoor gear. Women's Golf received a one time NIKE allotment ($1,284) to purchase better shoes. FY18 - Gymnastics purchased one set of new competition uniforms. Football received a one time NIKE allotment increase ($130K) for new uniforms, and track and field received a one time NIKE allotment ($4,780) for equipment budget overages. FY19 – annual NIKE allotment budgets will increase for volleyball ($3,525), soccer ($2,000), women's track and field ($5,000) and softball ($5,000 in FY19)

to ensure equivalently adequate quantity of necessary competition and practice uniforms and sport-specific items are provided by the athletic department.	FY20 – annual NIKE allotment for softball will increase ($5,000) to match the anticipated budget for baseball
(12-13 Rec) Equipment and Supplies: The Department of Athletics gives consideration to adding a Director of Softball Operations or fulltime team manager. *(15-16 Rec) Support Services:* Additional support services are considered by the Athletic Department for the softball, swimming and diving and track/cross country programs' head and assistant coaches.	**ONGOING** A review of the support services program area resulted in a recommendation of clerical support being provided to softball, swimming and track and field/cross country. In an ongoing review of this team and all women's Olympic sports, a director of operations for Olympic sports will be considered
(12-13 Rec) Equipment and Supplies: The Department of Athletics examines equipment budgets for men's and women's tennis with regard to sport-specific items for competitions and stringing services.	**COMPLETED** Stringing services now provided to both teams. Increase of $20K to tennis equipment budget provided started in FY16.
(09-10 Rec) Equipment and Supplies: The Athletic Department continues to monitor the volleyball equipment budget to assure upgrades have been made under the new coaching staff.	**COMPLETED** In FY12 and FY13 NIKE comp dollars were allocated to all sports to meet equipment team needs (VB received $12,500 in NIKE apparel in FY13, $15K in FY14, and $17,475 in FY15). Additional increased listed above.
(12-13 Rec) Medical and Training Services and Facilities: The Athletic Department add additional athletic training staff members so issues are addressed to support all athletic programs, specifically for football, softball, and volleyball.	**ONGOING** FY16, a position that was ½ time athletic trainer and ½ time Insurance was converted to a FT athletic trainer position devoted to football. Another part time trainer was also added to the staff. FY17 another fulltime trainer was added for volleyball and beach volleyball now has a fulltime trainer. FY19 a part time trainer will be added for women's tennis. FY20 Two fulltime trainers will be added, one for baseball and one for softball
(09-10 Rec) Medical and Training Facilities and Services: The Athletic Department add an additional weight room staff member and evaluate the weight room equipment to determine if upgrades or additional equipment might be necessary so issues are addressed to support all athletic programs.	**COMPLETED** Additional FT weight room staff members were added, one in FY12 and one in FY13. Upgrade to equipment in the Fedrizzi Training Complex was completed in FY12. Two fulltime athletic trainers were added in FY 11 and FY12. A new weight room for football with new equipment was completed in the Bleymaier Football Complex, fall 2013

	With no new weight room staff added in FY13-FY16, additional weight room staff should be considered during the budget cycle to assess if the needs of the department support an additional position. Either FY19 or FY20 an additional weight room staff member will be added.
(11-12 Rec) Scheduling of Games and Practice Times: The Athletic Department continues to monitor competition schedules to ensure an optimal number of contests are being scheduled for all programs. Updated Recommendation: *(16-17 Rec) Scheduling of Games and Practice Times:* The Athletic Department monitor competition schedules to ensure an optimal number of contests are being scheduled for all programs and that travel budgets for these programs, specifically for swimming and diving and track and field, are supplemented accordingly to allow for a similar level of adequacy of competition scheduling.	**ONGOING** FY12 - gymnastics and softball scheduled desired number of competitions (though, softball was not able to compete in all of them due to weather cancelations). FY13 - every women's program with the exception of swimming and diving had an increases to their travel budget resulting in a total increase to women's program travel budgets of $130K (men's programs increased $73K, excluding FB increase to accommodate travel to HI). FY14 - women's golf, softball, volleyball and track and field/cross country had increases to their travel budgets again totaling ~$12K. FY15 - soccer and softball travel budgets increased for a total of ~$13K FY16 – swimming program provided guarantee money ($10K) to invite program to compete at BSU, coaches utilized for other parts of budget FY17 & FY18 – swimming used some travel budget to take training trip to Hawaii during fall break in lieu of additional competition. Provides adequate training for diving and swim team in preparation for competition season. FY18-Swimming was able to add two end of season competitions within their travel budget. Assessment of competition schedules and adequacy of travel budgets will continue.
(11-12 Rec and 16-17 Rec) Scheduling of Games and Practice Times: The addition of lights is considered for the softball and soccer facilities.	**ONGOING**
(11-12 Rec) Scheduling of Games and Practice Times: Head coaches document their reasoning annually if they schedule less than the NCAA allowable competitions for their team.	**COMPLETED** Were included in the Playing and Practice Season Approval Form starting in FY15.
(11-12 Rec) Scheduling of Games and Practice Times: An improved competition site is considered for the swimming and diving team.	**COMPLETED**

	In FY15, $4.5K was paid for swimming and diving to have exclusivity of their competition site for home meets.
(11-12 Rec) Travel & Per Diem Allowances: The Athletic Department continue to monitor travel budgets, specifically women's golf, wrestling and track and field to ensure adequacy within their programs with regard to travel squad sizes and per diem amount provided during away competitions. Updated Recommendation: *(16-17 Rec) Travel and Per Diem Allowances:* The Athletic Department continue to evaluate and monitor travel budgets for all women's programs, men's and women's track and field, and for men's golf and tennis to ensure equivalent adequacy between men's and women's programs within the department, specifically to adequately address student-athlete welfare during away competitions regardless of location.	**ONGOING** FY11 and FY12 - travel budgets for men's programs increased a net total of $89,462, women's programs by a net total of $213,930, and track and field by a total of $59,760. Coaches became actively involved in budget projection during the budgeting process within the department each year. FY13 - women's golf, softball, volleyball and track and field/cross country had increases to their travel budgets with a total increase of $12,417 to overall travel budgeted. The wrestling team fund raised $5,000 additional dollars to cover the expenses of overnight stays during travel and will include this cost in their travel budget request for FY15 and going forward. FY14 - On budget projection/wish lists completed by coaches for travel budgets, men's golf, wrestling, women's basketball, soccer, swimming and volleyball all had travel-related budget increases. Due to zero growth budget year, none of the requests were met in their entirety, however, women's golf, softball and volleyball travel budgets were increased (totaling $6.7K), track travel budget was increased $5.6K. FY15 - soccer and softball travel budgets were increased (totaling $13K) FY16 – increase of $100K each for MBB and WBB, WBB chose to repurpose $25K of it to other priorities within the program FY17 – beach volleyball travel budget was added ($22K), FY 18 – travel budget increases for volleyball ($10K) and track and field ($48K)
(09-10 Rec) Travel and Per Diem Allowances: The Athletic Department allow no more than two student-athletes to share a hotel room unless there is an odd number of travelers or a reasonable professional decision justifies otherwise and a written justification is provided by the coach to the Associate Athletic Director of Student Services prior to travel.	**COMPLETED** Policy implemented for FY12
(11-12 Rec) Housing and Dining Facilities and Services: The Athletic Department continues to monitor budgets and trade out dollars to meet the	**COMPLETED and ONGOING**

need of each program with regard to pre- and post-game meals and term break dining. Updated Recommendation: *(16-17 Rec) Housing and Dining Facilities and Services:* Pre- and post-game meals are addressed by either providing these meals to all teams that want them at the frequency and location preferred by the team, or that a similar percentage of female participants are provided pre- and post-game meals at a location and quality equivalent to the men's programs that receive them.	In FY12, training table budgets were adjusted with coaches input; $8,249 more dollars were provided to women's programs, and $17,450 in trade out was provided to programs with unmet need. An assessment of training table budgets and trade out allocations will continue. In FY13-FY15 – trade out dollars remained equitable to previous years. In FY15 fueling stations were added to the department, available to all sports programs. A complete review of this program area completed in FY17. FY18 – Moocho application was implemented, with an additional $10K in trade value. Initially used all incoming bridge students for summer term break. Success of app resulted in the addition of it for fall and winter term break and some pre- and post-game meals, allowing some teams' needs to be addressed. Intention is to add it for spring break as well.
(11-12 Rec) Housing and Dining Facilities and Services: Temporary housing during term breaks and training table for every program, if that is the preference, is a consideration during the budgeting process.	**ONGOING** In FY15, it became department policy that student athletes on aid must be provided appropriate room/board when required practices are held over term breaks. Track and field and men's golf will work with their sport administrator to ensure they meet this requirement annually
(12-13 Rec) Publicity: Athletic program marketing plans continue to be reviewed and finalized with head coaches in a timely fashion and evaluated periodically throughout the competitive season.	**ONGOING** In FY12, a new athletic marketing director was appointed. In FY13, a new marketing staff was hired, plans were developed for every sport but continued emphasis needs to be placed on a timely completion and regular communication and execution of marketing plans for each sports program. Additional fulltime position to cover marketing for women's sports or Olympic sports only needs further consideration.
(13-14 Rec) Locker Rooms, Practice and Competitive Facilities: Improve facilities for women's soccer, softball, swimming, volleyball and sand volleyball practice and competition facilities*	**ONGOING** FY14 - a study was completed for improvement of practice pool and upgrading Bronco Gym and repairs were made to

	audience seating at Appleton Tennis Center for men's and women's tennis FY15 - a fan was installed over the practice pool to improve air quality and starting blocks were replace. FY16 - the Auxiliary Gym floor was replaced for men's and women's basketball practice facility and Bronco Gym was upgraded for volleyball competition and practice. The floor was resurfaced and redesigned; a new sound system and acoustical banners were installed. Improvements have been made to the soccer facility to improve fan experience and field conditions for players. FY17 - adding a digital video board in Bronco Gym for volleyball to improve game day experience. FY18 – new bleachers are being added to DLP and new cages for softball.
(13-14 Rec) Locker Rooms, Practice and Competitive Facilities: Improve locker rooms for several women's teams to be comparable quality to the locker room for the football team or provide women's teams with benefits superior to men's teams in other program areas*	**ONGOING** In FY14 swimming locker room was remodeled to include new floors, benches and lockers. FY15 the old football locker room was upgraded with new shower and restrooms, converted to become the new women's track locker room. Soccer locker room was upgraded with new carpet, tile and paint. The old women's track locker room was converted to the softball locker room.
(12-13 Rec) Medical and Training Services and Facilities: The Replace or add ice machines in Taco Bell Arena and Dona Larsen Park Training Rooms.	**COMPLETED** Ice machines for both locations have been installed.

*Recommendations made as strategies to address disparities during FY14 review completed by outside consultant

Table 3
Suggested Schedule for Review of Program Areas in Future Years

Year	Program Areas Reviewed
2017-2018 (written in 2018-19)	Comprehensive Review
2018-2019 (written in 2019)	Follow Up Comprehensive Review
2019-2020 (written in 2020-21)	Participation Financial Aid Coaching Recruitment of Student-Athletes Support Services Tutoring
2020-2021 (written in 2021-22)	Participation Financial Aid Scheduling of Games and Practice Times Travel and Per Diem Allowances Housing and Dining Facilities and Services
2021-2022 (written in 2021-22)	Participation Financial Aid Equipment and Supplies Medical and Training Facilities and Services Publicity
2022-2023 (written in 2021-22	Participation Financial Aid Locker Rooms, Practice and Competitive Facilities

Boise State University
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2016 through June 30, 2017

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	5,855	47%
Female Students	6,495	53%
Totals	**12,350**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$2,717,556	53%	$536,513
Women's Teams	$2,407,143	47%	$209,434
Totals for All Teams	**$5,124,699**	**100%**	**$745,947**

Athletic Participation

Sport	Number of Participants		Number of Participants Participating on a Second Team		Number of Participants Participating on a Third Team	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Basketball	15	17	0	0	0	0
Beach Volleyball	0	14	0	14	0	0
Cross Country	18	24	18	24	18	24
Football	112	0	0	0	0	0
Golf	11	7	0	0	0	0
Gymnastics	0	17	0	0	0	0
Soccer	0	29	0	0	0	0
Softball	0	27	0	0	0	0
Swimming and Diving	0	27	0	0	0	0
Tennis	12	10	0	0	0	0
Track, Indoor	25	38	25	38	18	24
Track, Outdoor	31	39	25	38	18	24
Volleyball	0	15	0	14	0	0
Wrestling	31	0	0	0	0	0
Others	0	0	0	0	0	0
Total Participants	**255**	**264**	**68**	**128**	**54**	**72**
Participant Proportion	**49%**	**51%**				
Unduplicated Count of Participants	**212**	**188**				

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 3,688,228	$ 367,353	$ 4,055,581	$ 2,821,386	$ 1,547,049	$ 4,368,435	866,842	$ (1,179,696)	$ (312,854)
Beach Volleyball	$ -	$ 18,511	$ 18,511	$ -	$ 101,079	$ 101,079	$ -	$ (82,568)	$ (82,568)
Football	$ 21,302,390	$ -	$ 21,302,390	$ 11,141,018	$ -	$ 11,141,018	$ 10,161,372	$ -	$ 10,161,372
Golf	$ 129,763	$ 217,172	$ 346,935	$ 314,571	$ 304,132	$ 618,703	$ (184,808)	$ (86,960)	$ (271,768)
Gymnastics	$ -	$ 377,584	$ 377,584	$ -	$ 793,488	$ 793,488	$ -	$ (415,904)	$ (415,904)
Soccer	$ -	$ 373,512	$ 373,512	$ -	$ 842,793	$ 842,793	$ -	$ (469,281)	$ (469,281)
Softball	$ -	$ 240,819	$ 240,819	$ -	$ 798,920	$ 798,920	$ -	$ (558,101)	$ (558,101)
Swimming and Diving	$ -	$ 225,300	$ 225,300	$ -	$ 790,861	$ 790,861	$ -	$ (565,561)	$ (565,561)
Tennis	$ 105,718	$ 247,970	$ 353,688	$ 345,663	$ 442,547	$ 788,210	$ (239,945)	$ (194,577)	$ (434,522)
Track	$ 192,102	$ 548,637	$ 740,739	$ 648,890	$ 682,589	$ 1,331,479	$ (456,788)	$ (133,952)	$ (590,740)
Volleyball	$ -	$ 314,490	$ 314,490	$ -	$ 713,234	$ 713,234	$ -	$ (398,744)	$ (398,744)
Wrestling	$ 146,634	$ -	$ 146,634	$ 501,303	$ -	$ 501,303	$ (354,669)	$ -	$ (354,669)
Totals for All Teams	**$ 25,564,835**	**$ 2,931,348**	**$ 28,496,183**	**$ 15,772,831**	**$ 7,016,692**	**$ 22,789,523**	**$ 9,792,004**	**$ (4,085,344)**	**$ 5,706,660**
Not Allocated by Gender/Sport			$ 7,851,955			$ 11,071,768			$ (3,219,813)
Grand Totals for Athletics			**$ 36,348,138**			**$ 33,861,291**			**$ 2,486,847**
Totals for All Sports Except Football & Basketball	$ 574,217	$ 2,563,995	$ 3,138,212	$ 1,810,427	$ 5,469,643	$ 7,280,070	$ (1,236,210)	$ (2,905,648)	$ (4,141,858)

Operating (Game Day) Expenses

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$776,972	$406,276	$1,183,248	15	17	32	$51,798	$23,899	$75,697
Beach Volleyball	$ -	21,798	$21,798		14	14		$1,557	$1,557
Football	2,530,303	$ -	$2,530,303	112		112	$22,592		$22,592
Golf	106,044	69,623	$175,667	11	7	18	$9,640	$9,946	$19,587
Gymnastics	$ -	193,019	$193,019		17	17		$11,354	$11,354
Soccer	$ -	203,962	$203,962		29	29		$7,033	$7,033
Softball	$ -	294,428	$294,428		27	27		$10,905	$10,905
Swimming and Diving	$ -	207,878	$207,878		27	27		$7,699	$7,699
Tennis	91,145	87,461	$178,606	12	10	22	$7,595	$8,746	$16,342
Track	156,609	169,660	$326,269	74	101	175	$2,116	$1,680	$3,796
Volleyball	$ -	162,248	$162,248		15	15		$10,817	$10,817
Wrestling	97,470	$ -	$97,470	31		31	$3,144		$3,144
Totals for All Teams	**$3,758,543**	**$1,816,353**	**$5,574,896**	**255**	**264**	**519**	**$14,739**	**$6,880**	**$10,742**
Totals for All Sports Except Football & Basketball	$451,268	$1,410,077	$1,861,345	128	247	375	$22,496	$69,737	$92,233

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutonal Salary per Coach	$ 397,086	$ 91,331	$160,609	$53,614
Number of Coaches Used to Calculate Average	6	10	19	18
Average Annual Insitutional Salary per Full-Time Equivalent (FTE)	$433,185	$107,448	$177,934	$60,657
Full-Time Equivalents (FTEs) Used to Calculate Average	5.50	8.50	17.15	15.91

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	1		1						1
Football	1		1						1
Golf	1		1						1
Tennis	1		1						1
Wrestling	1		1						1
Track & Field & Cross Country		1	1						1
Totals for Men's Teams	**5**	**1**	**6**	**0**	**0**	**0**	**0**	**0**	**6**
Women's Varsity Teams									
Basketball	1		1						1
Beach Volleyball		1	1						1
Golf					1		1		1
Gymnastics					1		1		1
Soccer	1		1						1
Softball					1		1		1
Swimming & Diving	1		1						1
Tennis	1		1						1
Track & Field & Cross Country		1	1						1
Volleyball		1	1						1
Totals for Women's Teams	**4**	**3**	**7**	**0**	**3**	**0**	**3**	**0**	**10**

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	3		3						**3**
Football	9	4	9	4					**13**
Golf		1		1					**1**
Tennis	1	1	1	1					**2**
Wrestling	2	2	2	2					**4**
Track & Field & Cross Country		7	3	4		1		1	**8**
Totals for Men's Teams	**15**	**15**	**18**	**12**	**0**	**1**	**0**	**1**	**31**
Women's Varsity Teams									
Basketball	1		1		2		2		**3**
Beach Volleyball						1	1		**1**
Golf		1		1					**1**
Gymnastics	1		1		1	1	1	1	**3**
Soccer	1		1		1		1		**2**
Softball	1		1		1		1		**2**
Swimming & Diving	1		1		1		1		**2**
Tennis	1		1			2		2	**3**
Track & Field & Cross Country		7	3	4		1		1	**8**
Volleyball		1		1	1	1	2		**3**
Totals for Women's Teams	**6**	**9**	**9**	**6**	**7**	**6**	**9**	**4**	**28**

IDAHO STATE UNIVERSITY
NARRATIVE SUMMARY FOR GENDER EQUITY REPORT 2017-2018

Idaho State University Athletic Department is committed to gender equity and continues to monitor Gender Equity Compliance. The Department of Athletics meets monthly with coaches, staff, and administrators where gender equity-related issues can be discussed. The Athletic Department Senior Staff meets weekly where gender equity-related issues can be discussed and resolved. Additionally, the Athletic Department Senior Staff meets individually with coaches to discuss gender equity concerns and issues. The Athletic Director, the Assistant Athletic Director for Finance, and the head coach for each team meet to create and finalize their respective budgets utilizing gender equity strategies. Recently, Idaho State University has hired a full-time Title IX coordinator who will work in conjunction with the Athletic Department to oversee Gender Equity Compliance.

In their March 2018 meeting, the Assistant Athletic Director for Finance will present the EADA report to the Athletic Advisory Board (AAB) in regards to Gender Equity Compliance.

ACCOMMODATION OF INTEREST

The accommodation of interest prong from Title IX compliance has been taken into account in determining the sports that are currently offered at Idaho State University. Based on the most recent surveys and demographics, the Athletic Department is accommodating these interests.

PROPORTIONALITY

Idaho State University's Director of Institutional Research provides the fall full-time enrollment figures from IPEDS to determine proportionality. Based on these numbers, the Associate Athletic Director/Senior Women's Administrator and the Assistant Athletic Director for Finance meet with each head coach prior to the first contest to verify team rosters to reach their roster management targets. The NCAA allows 105 players on the fall football camp squad. We have instituted an 85-player limit on the fall football squad to help with roster management. Proportionality was achieved.

FINANCIAL AID

The Athletic Department fully funds athletic scholarships in accordance with NCAA Bylaws Article XV. These financial opportunities are equitably available between genders.

As in previous years, each ISU female sport is funded to the NCAA Maximum level of scholarship. That being the case, the annual awarding and accepting of scholarship offers in the team-building process is a variable exercise. In FY17, both volleyball and women's track and field, despite solid recruiting efforts and subsequent scholarship offers awarded an all-time low level of scholarships. Volleyball awarded 9.50 of the NCAA maximum 12.00 and Track awarded 11.23 of the NCAA maximum 18.00. Combined, if

these 9.30 unused scholarships had been awarded another $264,000 would have been spent and Women's Sports scholarship would have been 48% of total scholarships.

Idaho State sponsors a total of 15 NCAA Division I sports (six male and nine female). If each sport awards the maximum NCAA level of scholarships (178.1 total), the gender breakdown would be 52% male (93.10 scholarship equivalencies) and 48% female (85.00).

EQUAL TREATMENT WITHIN PROGRAMS

The Athletic Department monitors management and expenditures in the eleven core areas of Gender Equity. These include:

1. Equipment and Supplies
2. Scheduling Games and Practice Times
3. Team Travel and Per Diem Allowances
4. Tutors
5. Coaching Staff
6. Locker Rooms, Practice and Competition Facilities
7. Medical and Training Facilities and Services
8. Housing and Dining Facilities
9. Publicity and Marketing
10. Support Services
11. Recruitment of Student-Athletes

As part of the vision of the Idaho State University Athletic Department, the department will be a steward of all financial, technological, and facility resources in a manner that provides a competitive, compliant, equitable and sustainable intercollegiate environment. The Athletic Department intends to address any future systemic challenges related to gender equity during the upcoming academic year.

Idaho State University
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2016 through June 30, 2017

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	3,168	49%
Female Students	3,330	51%
Totals	**6,498**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$ 2,361,041	55%	$ 101,000
Women's Teams	1,943,463	45%	92,000
Totals for All Teams	**$ 4,304,504**	**100%**	**$ 193,000**

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Basketball	15	14	29				
Football	85		85				
Golf		9	9				
Soccer		28	28				
Softball		16	16				
Tennis	8	9	17				
Track & Field (Indoor)	27	35	62	37	39	12	13
Track & Field (Outdoor)	30	37	67	37	39	12	13
Cross Country	8	20	28	12	13	12	13
Volleyball		13	13		1		1
Total Participants	**173**	**181**	**354**	**86**	**92**	**36**	**40**
Percentage of Total	**49%**	**51%**	**100%**				
Unduplicated Count	**137**	**126**	**263**				

Idaho State University
Equity in Athletics Disclosure Act (EADA) Report

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$1,195,626	$ 769,684	$ 1,965,310	$1,236,259	$1,098,579	$ 2,334,838	$ (40,633)	$ (328,895)	$ (369,528)
Football	2,738,235		2,738,235	3,516,670		3,516,670	(778,435)		(778,435)
Golf		68,143	68,143		201,154	201,154		(133,011)	(133,011)
Soccer		566,726	566,726		739,226	739,226		(172,500)	(172,500)
Softball		462,267	462,267		604,645	604,645		(142,378)	(142,378)
Tennis	142,958	177,445	320,403	224,104	332,486	556,590	(81,146)	(155,041)	(236,187)
Track & Field & Cross Country	314,215	279,914	594,129	572,647	524,489	1,097,136	(258,432)	(244,575)	(503,007)
Volleyball		281,953	281,953		575,481	575,481		(293,528)	(293,528)
Totals for All Teams	**$4,391,034**	**$2,606,132**	**$ 6,997,166**	**$5,549,680**	**$4,076,060**	**$ 9,625,740**	**($1,158,646)**	**($1,469,928)**	**($2,628,574)**
Not Allocated by Gender/Sport			6,107,616			3,495,996			2,611,620
Grand Totals for Athletics			**$13,104,782**			**$13,121,736**			**$ (16,954)**
Totals for All Sports Except Football & Basketball	$457,173	$1,836,448	$2,293,621	$796,751	$2,977,481	$3,774,232	($339,578)	($1,141,033)	($1,480,611)

Operating (Game Day) Expenses

(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 333,214	$ 288,678	$ 621,892	15	14	29	$ 22,214	$ 20,620	$ 21,445
Football	817,212		817,212	85		85	9,614		9,614
Golf		58,014	58,014		9	9		6,446	6,446
Soccer		125,859	125,859		28	28		4,495	4,495
Softball		108,719	108,719		16	16		6,795	6,795
Tennis	37,770	42,138	79,908	8	9	17	4,721	4,682	4,700
Track & Field & Cross Country	111,008	110,316	221,324	65	92	157	1,708	1,199	1,410
Volleyball		152,262	152,262		13	13		11,712	11,712
Totals for All Teams	**$1,299,204**	**$885,986**	**$2,185,190**	**173**	**181**	**354**	**$7,510**	**$4,895**	**$6,173**
Totals for All Sports Except Football & Basketball	$ 148,778	$ 597,308	$ 746,086	73	167	240	$ 2,038	$ 3,577	$ 3,109

Idaho State University
Equity in Athletics Disclosure Act (EADA) Report

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	$ 76,103	$ 50,053	$ 36,196	$ 22,547
Number of Head Coaches Used to Calculate Average	5	8	15	12
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	$ 99,612	$ 65,071	$ 44,142	$ 31,885
Full-Time Equivalents (FTEs) Used to Calculate Average	3.82	6.15	12.30	8.49

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball		1	1						1
Football		1	1						1
Tennis		1		1					1
Track & Field & Cross Country		1	1			1	1		2
Totals for Men's Teams	0	4	3	1	0	1	1	0	5
Women's Varsity Teams									
Basketball		1	1						1
Golf						1		1	1
Soccer					1		1		1
Softball					1		1		1
Tennis						1		1	1
Track & Field & Cross Country		1	1			1	1		2
Volleyball		1	1						1
Totals for Women's Teams	0	3	3	0	2	3	3	2	8

Idaho State University
Equity in Athletics Disclosure Act (EADA) Report

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	3		3						**3**
Football	8	1	8	1					**9**
Tennis									**0**
Track & Field & Cross Country		4	1	3					**4**
Totals for Men's Teams	**11**	**5**	**12**	**4**	**0**	**0**	**0**	**0**	**16**
Women's Varsity Teams									
Basketball	2		2		1		1		**3**
Golf		1		1					**1**
Soccer	1	1	1	1					**2**
Softball					1		1		**1**
Tennis						1		1	**1**
Track & Field & Cross Country		4	1	3				1	**4**
Volleyball					1	1	1	1	**2**
Totals for Women's Teams	**3**	**6**	**4**	**5**	**3**	**2**	**3**	**3**	**14**

ATTACHMENT 5

UNIVERSITY OF IDAHO
NARRATIVE SUMMARY FOR GENDER EQUITY REPORT 2017-2018

The University of Idaho annually conducts a gender equity assessment that includes interviews with all head coaches and some student-athletes. The results of these conversations have produced resource reallocation and adjustments to specific sports budgets. Gender equity issues are taken seriously by the Department of Athletics and the University of Idaho.

I.   Participation Opportunities

For FY 2017, current undergraduate enrollment is 53.5% male and student-athlete participation is 52.3% male. This results in a 1.2% differential with males being the underrepresented gender.
For FY 2018 and beyond, the University of Idaho is projecting compliance with the participation opportunity prong of gender equity requirements. Current UI undergraduate enrollment is 52.31% male and student-athlete participation is 55.16% male. This results in a 2.85% differential with females being the underrepresented gender. Assuming a consistent enrollment differential and with a continued dedication to providing participation opportunities for men and women, the University of Idaho anticipates continued strict compliance with gender equity guidelines.

II.   Financial Aid

In FY 2017 the number of unduplicated males represents 53.0% of total unduplicated participants with 168 males and 149 females participating. The scholarship amounts awarded to males and females are $3,499,878 and $2,568,097 representing 57.7% and 42.3%, respectively. When the unduplicated participant ratio is compared to the financial aid awarded ratio it results in a 4.7% variance.
For FY 2018, the University is making progress but is not currently in compliance. The department is studying the involved factors and is committed to achieving compliance. The number of unduplicated males represents 56.13% of total unduplicated participants with 174 males and 136 females participating. The scholarship amounts awarded to males and females are $3,511,203 and $2,367,684 representing 59.73% and 40.27% respectively. When the unduplicated participant ratio is compared to the financial aid awarded ratio it results in a 3.60% variance. This variance can be brought into compliance by effecting the unduplicated participant ratio, the financial aid totals ratio, or a combination of the two.
We will try to maintain the number of female student-athletes while slightly increasing the number male student-athletes. This will bring the variance closer to compliance. In addition we will encourage coaches in our women's programs to fully allocate all of their available scholarships. This will also close the variance, and, when coupled with our participant efforts will bring us within +/- 1%.

III. Equal Treatment within Programs

The Gender Equity Committee continues to work on finalizing a self-study for the Athletic Department. The departure of the Senior Woman Administrator/Director of Compliance has slowed the process. Despite this departure, the department continues to make improvements. A new turf inside the Kibbie Dome was designed to allow the women's soccer program to move indoors. This has greatly improved soccer's facility needs and allowed our soccer team to become the first Division I women's soccer program to play indoors. Women's basketball was allocated another office space in order to provide the same number of offices as the men's basketball program. The planning for a new basketball arena has included both the men's and women's program in the planning process to ensure equitable programmatic needs are designed. Upon completion of a new arena, volleyball will become the sole athletic department occupant of Memorial Gym which will ensure better practice times and access. Representatives on the gender equity committee consist of the Faculty Athletic Representative, University Title IX Coordinator, Senior Woman Administrator, Faculty Representative and Coaching Representative. Interviews have not revealed any serious deficiencies.

IV. Conclusion

As indicated in the attached spreadsheet, the University of Idaho dedicates significant resources toward gender equity compliance. In fact, the SBOE approved gender equity funding accounts for less than 20% of our FY17 gender equity obligations. The University of Idaho will continue to meet Title IX Prong One compliance through roster management. In an effort to meet Title IX Prong Two compliance, we will monitor rosters and encourage the use of all available scholarships in our women's programs.

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2016 through June 30, 2017

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	3,880	54%
Female Students	3,368	46%
Totals	**7,248**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$3,499,878	58%	$252,298
Women's Teams	2,568,097	42%	174,577
Totals for All Teams	**$6,067,975**	**100%**	**$426,875**

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Basketball	13	14	27				
Football	105		105	1		1	
Golf	9	9	18				
Soccer		30	30				
Swimming & Diving		38	38				
Tennis	8	6	14				
Track & Field (Indoor)	34	36	70	34	36	15	13
Track & Field (Outdoor)	34	36	70	34	36	15	13
Cross Country	14	13	27	14	13	14	13
Volleyball		16	16				
Total Participants	**217**	**198**	**415**	**83**	**85**	**45**	**39**
Percentage of Total	**52%**	**48%**	**100%**				
Unduplicated Count	**168**	**149**	**317**				

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 1,680,472	$ 1,353,458	$ 3,033,930	$ 1,680,472	$ 1,353,458	$ 3,033,930	$ -	$ -	$ -
Football	7,283,199		7,283,199	7,069,959		7,069,959	213,240		213,240
Golf	275,659	379,513	655,172	275,659	379,513	655,172	-	-	-
Soccer		886,410	886,410		886,410	886,410		-	-
Swimming & Diving		724,895	724,895		724,895	724,895		-	-
Tennis	338,361	357,529	695,890	338,361	357,529	695,890	-	-	-
Track & Field & Cross Country	602,240	819,206	1,421,446	602,240	769,185	1,371,425	-	50,021	50,021
Volleyball		859,588	859,588		859,588	859,588		-	-
Totals for All Teams	**$ 10,179,931**	**$ 5,380,599**	**$ 15,560,530**	**$ 9,966,691**	**$ 5,330,578**	**$ 15,297,269**	**$ 213,240**	**$ 50,021**	**$ 263,261**
Not Allocated by Gender/Sport			6,089,665			5,345,209			744,456
Grand Totals for Athletics			**$ 21,650,195**			**$ 20,642,478**			**$ 1,007,717**
Totals for All Sports Except Football & Basketball	$ 1,216,260	$ 4,027,141	$ 5,243,401	$ 1,216,260	$ 3,977,120	$ 5,193,380	$ -	$ 50,021	$ 50,021

Operating (Game Day) Expenses
(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	$ 479,796	$ 414,595	$ 894,391	13	14	27	$ 36,907	$ 29,614	$ 33,126
Football	1,826,960		1,826,960	105		105	17,400		17,400
Golf	91,387	95,868	187,255	9	9	18	10,154	10,652	10,403
Soccer		211,045	211,045		30	30		7,035	7,035
Swimming & Diving		120,442	120,442		38	38		3,170	3,170
Tennis	101,407	89,161	190,568	8	6	14	12,676	14,860	13,612
Track & Field & Cross Country	114,851	111,005	225,856	82	85	167	1,401	1,306	1,352
Volleyball		209,444	209,444		16	16		13,090	13,090
Totals for All Teams	**$ 2,614,401**	**$ 1,251,560**	**$ 3,865,961**	**217**	**198**	**415**	**$ 12,048**	**$ 6,321**	**$ 9,316**
Totals for All Sports Except Football & Basketball	$307,645	$836,965	$1,144,610	99	184	283	$3,108	$4,549	$4,045

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	$119,724	$65,549	$69,122	$32,799
Number of Head Coaches Used to Calculate Average	5	7	15	11
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	$133,027	$70,591	$76,802	$37,978
Full-Time Equivalents (FTEs) Used to Calculate Average	4.50	6.50	13.50	9.50

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	1		1						1
Football	1		1						1
Golf	1		1						1
Tennis	1		1						1
Track & Field & Cross Country		1	1						1
Totals for Men's Teams	**4**	**1**	**5**	**0**	**0**	**0**	**0**	**0**	**5**
Women's Varsity Teams									
Basketball	1		1						1
Golf					1		1		1
Soccer	1		1						1
Swimming & Diving	1		1						1
Tennis	1		1						1
Track & Field & Cross Country		1	1						1
Volleyball					1		1		1
Totals for Women's Teams	**4**	**1**	**5**	**0**	**2**	**0**	**2**	**0**	**7**

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	3		3						**3**
Football	9	4	9	4					**13**
Golf		1		1					**1**
Tennis		1		1					**1**
Track & Field & Cross Country		6	2	4		3	1	2	**9**
Totals for Men's Teams	**12**	**12**	**14**	**10**	**0**	**3**	**1**	**2**	**27**
Women's Varsity Teams									
Basketball	1		1		2	1	2	1	**4**
Golf						1		1	**1**
Soccer	1	1	1	1		1		1	**3**
Swimming & Diving	1		1		1		1		**2**
Tennis						1		1	**1**
Track & Field & Cross Country		6	2	4		3	1	2	**9**
Volleyball	1	1	1	1	1		1		**3**
Totals for Women's Teams	**4**	**8**	**6**	**6**	**4**	**7**	**5**	**6**	**23**

LEWIS-CLARK STATE COLLEGE
NARRATIVE SUMMARY FOR GENDER EQUITY REPORT 2017-2018

I.   Participation Opportunities

Compliance for this component means meeting one test of the three-part test for participation opportunities. LCSC does not currently meet these criteria.

1. Proportionate to enrollment
    In FY17, athletic participation was 58% male to 42% female. LCSC's fulltime undergraduate enrollment in FY17 was 40% male and 60% female. This results in an 18% overrepresentation of males. LCSC is exploring the establishment of program caps and increasing recruitment efforts in golf and volleyball to assist in meeting this requirement.
2. Demonstrate continuing program expansion
    The College is not actively engaged in program expansion due to budgetary constraints. The growth in men's track and the demand for other men's sports necessitates a deliberate investment in women's sports. LCSC is hampered in our efforts for a new soccer program by resource constraints (including the limits on Athletic funding) and challenges with regard to facilities. These challenges include additional dorm and practice space and competition facilities.
3. Fully accommodate the interest and abilities of the underrepresented gender
    To determine whether the College may meet test three and as a starting point, the College will survey students in FY19 with regard to interest in particular sports.

II.   Financial Aid

The Financial Assistance requirement of Title IX, requiring assistance to be substantially proportionate to the ratio of male and female athletes, is not being met. Athletic student aid totals (allocation of actual resources in FY17) were 53% to males and 47% to females in comparison to the unduplicated participation rate of 58% males to 42% females. The 1% variance allowed is not being met. This results in a 5% proportional advantage for females.   The recruitment efforts identified in the previous section will assist in progressing towards compliance.

III.   Equal Treatment of Programs

The benefits, opportunities, and treatments afforded sports participants are equivalent. LCSC is compliant with the Equal Treatment of Programs requirement of Title IX, but we are again hampered in our efforts to remain so, due to resource constraints. We regularly review and evaluate the quality, availability, and maintenance of all Athletic facilities, but our future success in achieving Title IX compliance hinges greatly on the ability to invest in new Athletic facilities.

LCSC has not yet asked for a separate dollar limit or policy waiver to fund gender equity initiatives, but does not rule out approaching the Board in the future to propose the addition of another women's sport, with the goal of achieving full compliance with Title IX. Such a proposal would require reexamination of the existing Board limits placed upon the College's Athletic programs, which disproportionately disadvantage us, relative to the universities, when it comes to investing in new athletic programs.

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2016 through June 30, 2017

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	914	40%
Female Students	1,349	60%
Totals	**2,263**	**100%**

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	$1,018,239	53%	$7,345
Women's Teams	896,535	47%	11,488
Totals for All Teams	**$1,914,774**	**100%**	**$18,833**

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Baseball	45		45				
Basketball	14	12	26		1		1
Golf	10	9	19				
Tennis	11	15	26				
Track & Field (Indoor)	32	28	60	30	25	16	9
Track & Field (Outdoor)	32	21	53	31	20	16	9
Cross Country	18	19	37	17	15	16	8
Volleyball		14	14				
Total Participants	**162**	**118**	**280**	**78**	**61**	**48**	**27**
Percentage of Total	**58%**	**42%**	**100%**				
Unduplicated Count	**115**	**82**	**197**				

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	$926,121		$926,121	$926,121		$926,121	$0		$0
Basketball	393,403	365,238	758,641	393,403	365,238	758,641	0	0	0
Golf	147,388	163,715	311,103	147,388	163,715	311,103	0	0	0
Tennis	124,821	178,399	303,220	124,821	178,399	303,220	0	0	0
Track & Field (Indoor)	36,040	64,340	100,380	36,040	64,340	100,380	0	0	0
Track & Field (Outdoor)	54,060	96,510	150,570	54,060	96,510	150,570	0	0	0
Cross Country	173,389	257,709	431,098	173,389	257,709	431,098	0	0	0
Volleyball		326,005	326,005		326,005	326,005		0	0
Totals for All Teams	**$1,855,222**	**$1,451,916**	**$3,307,138**	**$1,855,222**	**$1,451,916**	**$3,307,138**	**$0**	**$0**	**$0**
Not Allocated by Gender/Sport			713,130			700,254			12,876
Grand Totals for Athletics	**$1,855,222**	**$1,451,916**	**$4,020,268**	**$1,855,222**	**$1,451,916**	**$4,007,392**	**$0**	**$0**	**$12,876**
Totals for All Sports Except Baseball & Basketball	$535,698	$1,086,678	$1,622,376	$535,698	$1,086,678	$1,622,376	$0	$0	$0

Operating (Game Day) Expenses
(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	$137,150		$137,150	45		45	$3,048		$3,048
Basketball	74,434	62,131	136,565	14	12	26	5,317	$5,178	5,253
Golf	28,804	31,850	60,654	10	9	19	2,880	3,539	3,192
Tennis	13,736	14,974	28,710	11	15	26	1,249	998	1,104
Track & Field (Indoor)	11,733	11,781	23,514	32	28	60	367	421	392
Track & Field (Outdoor)	17,599	17,672	35,271	32	21	53	550	842	665
Cross Country	37,207	37,256	74,463	18	19	37	2,067	1,961	2,013
Volleyball		55,255	55,255		14	14		3,947	3,947
Totals for All Teams	**$320,663**	**$230,919**	**$551,582**	**162**	**118**	**280**	**$1,979**	**$1,957**	**$1,970**
Totals for All Sports Except Baseball & Basketball	$109,079	$168,788	$277,867	103	106	209	$1,059	$1,592	$1,330

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	$25,651	$22,897	$16,418	$6,385
Number of Head Coaches Used to Calculate Average	7	7	7	5
Average Annual Insitutional Salary per Full-Time Equivalent (FTE)	$62,130	$55,460	$42,408	$37,559
Full-Time Equivalents (FTEs) Used to Calculate Average	2.89	2.89	2.71	0.85

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Baseball	1		1						1
Basketball	1		1						1
Golf		1		1					1
Tennis		1	1						1
Track & Field (Indoor)		1	1						1
Track & Field (Outdoor)		1	1						1
Cross Country		1	1						1
Totals for Men's Teams	**2**	**5**	**6**	**1**	**0**	**0**	**0**	**0**	**7**
Women's Varsity Teams									
Basketball	1		1						1
Golf		1		1					1
Tennis		1	1						1
Track & Field (Indoor)		1	1						1
Track & Field (Outdoor)		1	1						1
Cross Country		1	1						1
Volleyball					1		1		1
Totals for Women's Teams	**1**	**5**	**5**	**1**	**1**	**0**	**1**	**0**	**7**

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Baseball	2		2						**2**
Basketball		1		1					**1**
Golf		1		1					**1**
Tennis									**0**
Track & Field (Indoor)		1	1						**1**
Track & Field (Outdoor)		1	1						**1**
Cross Country		1	1						**1**
Totals for Men's Teams	**2**	**5**	**5**	**2**	**0**	**0**	**0**	**0**	**7**
Women's Varsity Teams									
Basketball						1		1	**1**
Golf		1		1					**1**
Tennis									**0**
Track & Field (Indoor)		1	1						**1**
Track & Field (Outdoor)		1	1						**1**
Cross Country		1	1						**1**
Volleyball									**0**
Totals for Women's Teams	**0**	**4**	**3**	**1**	**0**	**1**	**0**	**1**	**5**

SUBJECT

FY 2019 Appropriation Information – Institutions and Agencies of the State Board of Education

APPLICABLE STATUTE, RULE, OR POLICY

Applicable Legislative Appropriation Bills (2018)

ALIGNMENT WITH STRATEGIC PLAN

Goal 1 ("A Well Educated Citizenry") Objective A ("Access: Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.").

BACKGROUND/ DISCUSSION

The 2018 Legislature has passed and the Governor has signed the appropriation bills for the agencies and institutions of the Board.

The table on Tab 4 page 3 lists the FY 2019 appropriations related to the State Board of Education.

IMPACT

Appropriations provide funding and spending authority for the agencies and institutions of the State Board of Education, allowing them to offer programs and services to Idaho's citizens.

The appropriation bill for the Office of the State Board of Education contained the intent language below.

Report on Dual Credit.   The intent language in the appropriations bill requires the Board to provide a report to the Joint Finance-Appropriations Committee (JFAC), the Senate Education Committee, and the House Education Committee on the utilization of dual credit by students in Idaho high schools. The Board shall provide a history for the state funding for dual credit enrollment, data regarding the short-term achievement of students engaged in dual credit enrollment, and the costs incurred by institutions of higher education providing dual credits with the opportunity for input from said institutions. Reporting to the Legislature should occur no later than February 1, 2019 and shall be formatted in such a manner that allows consistent comparison across all institutions.

Staff is working with the institutions to ensure cost accounting procedures are in place by July 1, 2018 to enable the collection of consistent comparable cost data.

ATTACHMENTS

Attachment 1 – FY 2019 Appropriations List   Page 3

STAFF COMMENTS

Staff comments and recommendations are included for each specific institution and agency allocation.

BOARD ACTION

Motions for the allocations for College and Universities, Community Colleges, and Career Technical Education are found on each specific institution and agency allocation.

ATTACHMENT 1

State Board of Education
FY 2019 Appropriations to Institutions and Agencies

	General Fund	% Δ From FY 2018	Total Fund
Allocations			
College and Universities	$295,763,200	3.0%	$576,786,400
Community Colleges	46,126,600	17.1%	46,926,600
Career Technical Education	66,397,900	1.6%	75,963,200
Agencies			
Agricultural Research & Extension Service	31,307,100	.1%	31,331,100
Health Education Programs	18,714,500	20.0%	19,035,500
Special Programs	19,242,200	23.6%	23,366,800
Office of the State Board of Education	6,374,900	14.1%	15,961,200
Idaho Public Television	2,585,300	(22.3%)	9,448,600
Division of Vocational Rehabilitation	8,648,300	.7%	28,306,100
State Department of Education (Superintendent of Public Instruction)	14,519,800	2.3%	39,273,000

Statewide Issues
Permanent Building Fund Advisory Committee Recommendations:

$10M to College of Western Idaho for Health Sciences Building
$3M to University of Idaho for Nuclear Seed Lab

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SUBJECT
FY 2019 College and Universities Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.S.
Senate Bill 1344 (2018)

ALIGNMENT WITH STRATEGIC PLAN
Goal 1 ("A Well Educated Citizenry") Objective A ("Access: Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.").

BACKGROUND/DISCUSSION
The Legislature appropriates to the State Board of Education and the Board of Regents monies for the general education programs at Boise State University (BSU), Idaho State University (ISU), University of Idaho (UI), Lewis-Clark State College (LCSC), and system-wide needs. The Board allocates the appropriation to the four institutions based on legislative intent and Board Policy, Section V.S.

According to Board policy, the allocation is made in the following order: 1) each institution shall be allocated its prior year budget base; 2) funds for the Enrollment Workload Adjustment (EWA); 3) operations and maintenance funds for new, major general education capital improvement projects.; 4) decision units above the base; and 5) special activities or projects at the discretion of the Board.

This action allocates the FY 2019 College and Universities appropriation to the institutions for general education programs and system-wide needs. These funds, allocated along with revenue generated from potential fee increases, will establish the operating budgets for the general education program for FY 2019. The allocation for FY 2019 is shown on Tab 4a page 3. The FY 2019 general fund appropriation includes the following items:

Maintenance of Current Operations (MCO):
- Decreases for reduction in benefit costs   ($ 3,548,100)
- 3% ongoing Change in Employee Compensation (CEC)   6,348,500
- Compensation Schedule Changes   10,300
- Statewide cost allocation   243,000
- Enrollment Workload Adjustment (EWA)   2,502,400

Line Items:
- Occupancy costs
  - Boise State University   214,100
  - Idaho State University   1,356,100
  - University of Idaho   61,500
- Idaho Regional Optical Network   800,000
- Degree Audit and Data System   350,000
- Health Science & Workforce (ISU)   680,600

- Benefit Cost Offset (UI)   1,226,200
- Access and Completion (LCSC)   186,400

Total General Fund increase over Base $10,431,000

ATTACHMENTS

STAFF COMMENTS

Staff recommends approval of the FY 2019 College and Universities allocation as presented in Attachment 1.

BOARD ACTION

I move to approve the allocation of the FY 2019 appropriation for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented on Tab 4a, Page 3.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

FY 2019 College and University Allocation
Based on SB 1344
March 8, 2018

	Appropriation:	FY18 Appr	FY19 Appr	% Chge	Sys Needs:	FY18 Appr	FY19 Appr
1							
2	**General Educ Approp: SB 1344**				HERC	1,960,500	1,960,500
3	General Account	287,053,200	295,763,200	3.03%	UG Research	200,000	200,000
4	Endowment Funds	15,840,000	16,443,200	3.81%	Sys Nds	905,300	905,300
5					IGEM	2,000,000	2,000,000
6	Total Gen Acct & Endow Funds	302,893,200	312,206,400	3.07%	Total	5,065,800	5,065,800
7	Student Fees/Misc Revenue	426,809,100	264,580,000	-38.01%			
8	One-time Economic Recovery//Millennium:	0	0				
9	Total General Education Appropriation	729,702,300	576,786,400	-20.96%			
10							

	Allocation:	BSU	ISU	UI	LCSC	SYS-WIDE	TOTAL
11							
12							
13	FY18 General Account	96,212,300	76,411,300	90,690,500	16,952,300	5,065,800	285,332,200
14	FY18 Endowment Funds	0	3,609,600	10,099,200	2,131,200	0	15,840,000
15	**FY18 Budget Base**	96,212,300	80,020,900	100,789,700	19,083,500	5,065,800	301,172,200
16							
17							
18	**Additional Funding for FY19:**						
19	MCO Adjustments:						
20	Personnel Benefits	(1,070,900)	(1,148,300)	(1,185,400)	(256,800)		(3,661,400)
21	Inflation including Library B&P	0	0	166,200	0	0	166,200
22	Recplacement Capital	0	0	0	0		0
23	CEC: 3.0% onging	2,028,100	1,896,700	2,265,600	361,000		6,551,400
24	Compensation Schedule Changes	9,000	0	0	1,300		10,300
25	Endowment Fund Adjustments	0	95,900	177,700	73,800		347,400
26	Nonstandard Adjustments:						
27	Risk Mgmt/Controller/Treasurer	56,600	89,200	79,400	17,800		243,000
28	External Nonstandard Adjustments:						
29	Enrollment Workload Adjustment (EWA)	2,362,600	570,700	(355,200)	(75,700)		2,502,400
30	Line Items						
31	Idaho Regional Optical Network	0	0	0	0	800,000	800,000
32	Degree Audit and Data System	0	0	0	0	350,000	350,000
33	ISU Health Science & Workforce	0	680,600	0	0	0	680,600
34	LCSC Access and Completion	0	0	0	186,400	0	186,400
35	Occupancy Costs	214,100	1,356,100	61,500	0	0	1,631,700
36	UI Benefit Cost Offset	0	0	1,226,200	0	0	1,226,200
37	Total Addl Funding	3,599,500	3,540,900	2,436,000	307,800	1,150,000	11,034,200
38							
39	**FY19 Gen Acct & Endow Allocation**	99,811,800	83,561,800	103,225,700	19,391,300	6,215,800	312,206,400
40	% Change From FY18 Adjusted Budget Base	3.74%	4.42%	2.42%	1.61%	22.70%	3.66%
41							
42	FY19 Estimated Student Fee Revenue	107,146,900	65,724,900	75,578,300	16,129,900	0	264,580,000
43							
44	FY19 Operating Budget	206,958,700	149,286,700	178,804,000	35,521,200	6,215,800	576,786,400
45							
46							
47	General Fund Increase	3,599,500	3,411,100	2,036,400	234,000	1,150,000	10,431,000
48	% Increase	3.7%	4.5%	2.2%	1.4%	22.7%	3.7%
49	General Fund Increase - ongoing	3,599,500	3,389,100	810,200	228,000	1,150,000	9,176,800
50	% Increase	3.7%	4.4%	0.9%	1.3%	22.7%	3.2%
51	General Fund Increase - ongoing less Benefits & CEC	2,642,300	2,640,700	-270,000	123,800	1,150,000	6,286,800
52	% Increase	2.7%	3.5%	-0.3%	0.7%	22.7%	2.2%

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STATEMENT OF PURPOSE

RS26325

This is the FY 2019 original appropriation bill for the College and Universities Program. It appropriates $576,786,400 and does not cap the number of authorized full-time equivalent positions. For benefit costs, the bill removes $1,450 per eligible FTP to bring the annual employer contribution for health insurance down to $11,650 by including a two-month employee and employer premium holiday, adds a 6.8% increase for life insurance, and adjusts funding for workers' compensation in amounts that vary by agency.

Inflationary adjustments include $1,332,400 ongoing from dedicated funds for general inflation. Funding for replacement items includes $3,182,200 onetime from dedicated funds for the scheduled replacement of instructional equipment. For statewide cost allocation, $243,000 is provided, as risk management costs will increase by $78,500 and State Controller fees will increase by $164,500. The bill provides funding for a 3% ongoing merit-based salary increase for permanent employees, to be distributed at the discretion of the agency head or institution president. Nondiscretionary adjustments include an increase of $2,502,400, and endowment adjustments include an increase of $347,400.

The bill funds six line items, which provide: $800,000 ongoing from the General Fund to sustain maintenance and operations for the Idaho Regional Optical Network (IRON); $350,000 ongoing from the General Fund to build and maintain a degree audit and data analytics system to support student retention and degree achievement; 6.00 FTP and $680,600 ($658,600 ongoing, $22,000 onetime) from the General Fund to create a clinical psychopharmacology program at Idaho State University; 2.00 FTP and $186,400 from the General Fund ($180,400 ongoing, $6,000 onetime) to support access and completion efforts at Lewis-Clark State College; 8.20 FTP and $1,631,700 ongoing from the General Fund for occupancy costs to Boise State University, Idaho State University, and University of Idaho; and $1,226,200 onetime from the General Fund to the University of Idaho as a benefit costs offset.

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2018 Original Appropriation	4,559.88	287,053,200	277,905,500	0	564,958,700
Reappropriation	0.00	0	164,743,600	0	164,743,600
FY 2018 Total Appropriation	4,559.88	287,053,200	442,649,100	0	729,702,300
Noncognizable Funds and Transfers	104.72	0	0	0	0
Expenditure Adjustments	0.00	0	(3,063,800)	0	(3,063,800)
FY 2018 Estimated Expenditures	4,664.60	287,053,200	439,585,300	0	726,638,500
Removal of Onetime Expenditures	0.00	(1,721,000)	(165,979,100)	0	(167,700,100)
Base Adjustments	0.00	0	406,300	0	406,300
FY 2019 Base	4,664.60	285,332,200	274,012,500	0	559,344,700
Benefit Costs	0.00	(3,548,100)	(2,663,000)	0	(6,211,100)
Inflationary Adjustments	0.00	0	1,332,400	0	1,332,400
Replacement Items	0.00	0	3,182,200	0	3,182,200
Statewide Cost Allocation	0.00	243,000	0	0	243,000
Change in Employee Compensation	0.00	6,358,800	4,811,700	0	11,170,500
Nondiscretionary Adjustments	0.00	2,502,400	0	0	2,502,400
Endowment Adjustments	0.00	0	347,400	0	347,400
FY 2019 Program Maintenance	4,664.60	290,888,300	281,023,200	0	571,911,500
1. Personnel Costs Fund Shift	0.00	0	0	0	0
2. Idaho Regional Optical Network	0.00	800,000	0	0	800,000
3. Degree Audit and Data System	0.00	350,000	0	0	350,000
4. BSU, Public Service Initiative	0.00	0	0	0	0
5. BSU, Career Read. and Grad. Prod.	0.00	0	0	0	0
6. ISU, Health Sci and Workforce Exp	6.00	680,600	0	0	680,600
7. LCSC, Access and Completion	2.00	186,400	0	0	186,400
8. LCSC, Compliance Efforts	0.00	0	0	0	0
9. UI, Library Investment - Phase II	0.00	0	0	0	0
10. UI, Student Success and Support	0.00	0	0	0	0
11. Occupancy Costs - BSU, ISU, UI	8.20	1,631,700	0	0	1,631,700
12. Benefit cost offset	0.00	1,226,200	0	0	1,226,200
Budget Law Exemptions	0.00	0	0	0	0
FY 2019 Total	4,680.80	295,763,200	281,023,200	0	576,786,400
Chg from FY 2018 Orig Approp	120.92	8,710,000	3,117,700	0	11,827,700
% Chg from FY 2018 Orig Approp.	2.7%	3.0%	1.1%		2.1%

Contact:
Janet E Jessup
Budget and Policy Analysis
(208) 334-4730

Statement of Purpose / Fiscal Note **S1344**

LEGISLATURE OF THE STATE OF IDAHO

Sixty-fourth Legislature   Second Regular Session - 2018

IN THE SENATE

SENATE BILL NO. 1344

BY FINANCE COMMITTEE

1	AN ACT
2	RELATING TO THE APPROPRIATION TO THE STATE BOARD OF EDUCATION AND THE BOARD
3	OF REGENTS OF THE UNIVERSITY OF IDAHO FOR FISCAL YEAR 2019; APPROPRIAT-
4	ING MONEYS TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF
5	THE UNIVERSITY OF IDAHO FOR COLLEGE AND UNIVERSITIES AND THE OFFICE OF
6	THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2019; PROVIDING NON-GEN-
7	ERAL FUND REAPPROPRIATION; EXEMPTING THE APPROPRIATION FROM OBJECT AND
8	PROGRAM TRANSFER LIMITATIONS; AND PROVIDING LEGISLATIVE INTENT FOR
9	SYSTEMWIDE NEEDS.

10   Be It Enacted by the Legislature of the State of Idaho:

11   SECTION 1. There is hereby appropriated to the State Board of Education
12   and the Board of Regents of the University of Idaho for College and Universi-
13   ties, and the Office of the State Board of Education, the following amounts
14   to be expended according to the designated programs and expense classes from
15   the listed funds for the period July 1, 2018, through June 30, 2019:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
I. BOISE STATE UNIVERSITY:					
FROM:					
General Fund	$86,811,800	$9,242,200	$3,757,800		$99,811,800
Unrestricted Fund	83,978,500	20,265,300	2,903,100		107,146,900
TOTAL	$170,790,300	$29,507,500	$6,660,900		$206,958,700
II. IDAHO STATE UNIVERSITY:					
FROM:					
General Fund	$78,138,900	$1,661,500	$22,000		$79,822,400
Charitable Institutions Endowment Income Fund	1,534,400				1,534,400
Normal School Endowment Income Fund	2,205,000				2,205,000

		FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
5	Unrestricted					
6	Fund	35,372,200	26,655,700	3,697,000		65,724,900
7	TOTAL	$117,250,500	$28,317,200	$3,719,000		$149,286,700
8	III. UNIVERSITY OF IDAHO:					
9	FROM:					
10	General					
11	Fund	$81,559,000	$7,605,100	$3,562,800		$92,726,900
12	Agricultural College Endowment Income					
13	Fund	923,500	165,000	358,700		1,447,200
14	Scientific School Endowment Income					
15	Fund	3,407,700		1,418,700		4,826,400
16	University Endowment Income					
17	Fund		3,188,300	1,036,900		4,225,200
18	Unrestricted					
19	Fund	52,829,100	21,905,600	843,600		75,578,300
20	TOTAL	$138,719,300	$32,864,000	$7,220,700		$178,804,000
21	IV. LEWIS-CLARK STATE COLLEGE:					
22	FROM:					
23	General					
24	Fund	$14,936,300	$1,810,000	$440,000		$17,186,300
25	Normal School Endowment Income					
26	Fund		2,205,000			2,205,000
27	Unrestricted					
28	Fund	14,005,400	2,104,500	20,000		16,129,900
29	TOTAL	$28,941,700	$6,119,500	$460,000		$35,521,200
30	V. SYSTEMWIDE PROGRAMS:					
31	FROM:					
32	General					
33	Fund		$2,057,800		$4,158,000	$6,215,800
34	GRAND TOTAL	$455,701,800	$98,866,000	$18,060,600	$4,158,000	$576,786,400

35 SECTION 2. NON-GENERAL FUND REAPPROPRIATION AUTHORITY. There is hereby
36 reappropriated to the State Board of Education and the Board of Regents of

1 the University of Idaho for College and Universities any unexpended and un-
2 encumbered balances of moneys categorized as dedicated funds appropriated
3 or reappropriated for fiscal year 2018 to be used for nonrecurring expendi-
4 tures for the period July 1, 2018, through June 30, 2019.

5   SECTION 3. EXEMPTIONS FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS.
6 For fiscal year 2019, the State Board of Education and the Board of Regents
7 of the University of Idaho for College and Universities is hereby exempted
8 from the provisions of Section 67-3511(1), (2) and (3), Idaho Code, allowing
9 unlimited transfers between object codes and between programs for all moneys
10 appropriated to it for the period July 1, 2018, through June 30, 2019. Leg-
11 islative appropriations shall not be transferred from one fund to another
12 fund unless expressly approved by the Legislature.

13   SECTION 4. SYSTEMWIDE NEEDS. It is the intent of the Legislature that
14 of the amount appropriated in Section 1, Subsection V. of this act, the fol-
15 lowing amounts may be used as follows: (1) an amount not to exceed $902,600
16 may be used by the Office of the State Board of Education for systemwide needs
17 that benefit all of the four-year institutions including, but not limited
18 to, projects to promote accountability and information transfer throughout
19 the higher education system; and (2) an amount of approximately $1,960,500
20 may be used for the mission and goals of the Higher Education Research Coun-
21 cil as outlined in State Board of Education Policy III.W., which includes
22 awards for infrastructure, matching grants, and competitive grants through
23 the Idaho Incubation Fund program.

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SUBJECT
Community Colleges FY 2019 Appropriation Allocation

APPLICABLE STATUTE, RULE, OR POLICY
Senate Bill 1359 (2017)

ALIGNMENT WITH STRATEGIC PLAN
Goal 1 ("A Well Educated Citizenry") Objective A ("Access: Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.").

BACKGROUND/DISCUSSION
The Legislature makes an annual appropriation to the State Board of Education for community college support. The allocation to the colleges includes the current year (FY 2018) base allocation plus each college's respective share in any annual budget adjustments according to the normal budgeting process.

IMPACT
The FY 2019 appropriation, shown on Tab 4b page 3, includes ongoing base reduction for a health insurance decrease, 3% ongoing Change in Employee Compensation (CEC) increases, Enrollment Workload Adjustment. Line item enhancements include benefit cost offsets at College of Southern Idaho and North Idaho College to cover the reduction in general funds for their non-state health insurance plans. College of Eastern Idaho (CEI) received three lines: 1) transfer Career Technical Education funds to CEI, 2) Instruction Expansion, and 3) $200,000 in liquor funds to match the other three community colleges. North Idaho College received funding for their Computer Science Program.

ATTACHMENTS
Attachment 1 – FY 2019 CC Appropriations Allocation	Page 3
Attachment 2 – Statement of Purpose/Fiscal Note	Page 5
Attachment 3 – Appropriation Bill (S1359)	Page 7

STAFF COMMENTS AND RECOMMENDATIONS
Staff recommends approval of the FY 2019 Community College allocation.

BOARD ACTION
I move to approve the allocation of the FY 2019 appropriation for the College of Southern Idaho, College of Eastern Idaho, College of Western Idaho and North Idaho College, as presented on Tab 4b, Page 3.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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Idaho Community Colleges
FY 2019 Appropriation Allocation - SB 1359
6-Mar-18

General Educ Approp: JFAC Action

		CSI	CEI	CWI	NIC	Total
1	FY 18 Total Appropriation					
2	General Funds	14,105,800		12,570,000	12,725,100	39,400,900
3	Dedicated Funds	200,000		200,000	200,000	600,000
4	Total FY17 Total Appropriation	14,305,800	-	12,770,000	12,925,100	40,000,900
5						
6	FY 19 Base					-
7	General Funds	14,105,800		12,562,000	12,720,100	39,387,900
8	Dedicated Funds	200,000		200,000	200,000	600,000
9	Total FY 19 Base	14,305,800	-	12,762,000	12,920,100	39,987,900
10						-
11	FY 19 Maintenance Items					
12	Changes in Benefit Costs	(211,400)		(136,700)	(181,700)	(529,800)
13	Inflatiory Cost Increases	-		-	-	-
14	Replacement Items	-		-	-	-
15	CEC: 3% ongoing	258,600		219,700	288,400	766,700
16	Enrollment Workload Adjustment	(99,000)		1,293,900	(399,600)	795,300
17		(51,800)	-	1,376,900	(292,900)	1,032,200
18	FY 19 Maintenance					-
19	General Funds	14,054,000	-	13,938,900	12,427,200	40,420,100
20	Dedicated Funds	200,000	-	200,000	200,000	600,000
21	Total FY 18 Maintenance	14,254,000	-	14,138,900	12,627,200	41,020,100
22						
23	FY 19 Line Items					
24	Transfer CTE Funds		1,111,100			1,111,100
25	Instruction Expansion		3,902,700			3,902,700
26	Administration Expansion (Liquor)		200,000			200,000
27	Computer Science Program				307,700	307,700
28	Benefit Cost Offset	210,000			175,000	385,000
29	Total Line Items	210,000	5,213,800	0	482,700	5,906,500
30						
31	FY 19 Total Appropriation					
32	General Funds	14,264,000	5,013,800	13,938,900	12,909,900	46,126,600
33	Dedicated Funds	200,000	200,000	200,000	200,000	800,000
34	FY 19 Total Appropriation	14,464,000	5,213,800	14,138,900	13,109,900	46,926,600
35						
36						
37	GF Change from FY 18 Total	1.1%	N/A	10.9%	1.5%	17.1%
38						
39	GF Appropriation Allocation					
40	PC	11,789,400	5,005,400	9,983,500	10,877,000	37,655,300
41	OE	1,867,200	8,400	3,955,400	1,816,900	7,647,900
42	CO	607,400			216,000	823,400
43	TB					0
44	Total General Funds	14,264,000	5,013,800	13,938,900	12,909,900	46,126,600

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STATEMENT OF PURPOSE

RS26373

This is the FY 2019 original appropriation bill for Community Colleges. It appropriates $46,926,600 and does not cap the number of authorized full-time equivalent positions. For benefit costs, the bill removes $1,450 per eligible FTP to bring the annual employer contribution for health insurance down to $11,650 by including a two-month employee and employer premium holiday, adds a 6.8% increase for life insurance, and adjusts funding for workers' compensation in amounts that vary by agency. The bill provides funding for a 3% ongoing merit-based salary increase for permanent employees, to be distributed at the discretion of the agency head or institution president. Nondiscretionary adjustments include an increase of $795,300.

The bill funds five line items, which provide: $307,700 from the General Fund ($91,700 ongoing, $216,000 onetime) for the computer science program at North Idaho College; $1,111,100 ongoing from the General Fund for administrative costs at the College of Eastern Idaho; $3,902,700 ongoing from the General Fund to expand instruction capabilities at the College of Eastern Idaho; $200,000 from the Community College Fund to expand administration at the College of Eastern Idaho; and $385,000 onetime from the General Fund to North Idaho College and the College of Southern Idaho as a benefit cost offset.

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2018 Original Appropriation	0.00	39,400,900	600,000	0	40,000,900
Removal of Onetime Expenditures	0.00	(13,000)	0	0	(13,000)
FY 2019 Base	0.00	39,387,900	600,000	0	39,987,900
Benefit Costs	0.00	(529,800)	0	0	(529,800)
Inflationary Adjustments	0.00	0	0	0	0
Replacement Items	0.00	0	0	0	0
Change in Employee Compensation	0.00	766,700	0	0	766,700
Nondiscretionary Adjustments	0.00	795,300	0	0	795,300
FY 2019 Program Maintenance	0.00	40,420,100	600,000	0	41,020,100
1. CSI, IT Platforms	0.00	0	0	0	0
2. CSI, Weekend College	0.00	0	0	0	0
3. CSI, Center for Education Innovation	0.00	0	0	0	0
4. NIC, Pathfinders Program	0.00	0	0	0	0
5. NIC, Computer Science Prog Faculty	0.00	307,700	0	0	307,700
6. NIC, Summer Completion Initiative	0.00	0	0	0	0
7. NIC, First Year Experience Program	0.00	0	0	0	0
8. CWI, Balance Funding	0.00	0	0	0	0
9. CWI, Addl Staff and Student Retention	0.00	0	0	0	0
10. CEI, Funds Transferred from CTE	0.00	1,111,100	0	0	1,111,100
11. CEI, Instruction Expansion	0.00	3,902,700	0	0	3,902,700
12. CEI, Administration Expansion	0.00	0	200,000	0	200,000
13. Benefit cost offset	0.00	385,000	0	0	385,000
Budget Law Exemptions	0.00	0	0	0	0
FY 2019 Total	0.00	46,126,600	800,000	0	46,926,600
Chg from FY 2018 Orig Approp	0.00	6,725,700	200,000	0	6,925,700
% Chg from FY 2018 Orig Approp.		17.1%	33.3%		17.3%

Contact:
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LEGISLATURE OF THE STATE OF IDAHO

Sixty-fourth Legislature   Second Regular Session - 2018

IN THE SENATE

SENATE BILL NO. 1359

BY FINANCE COMMITTEE

```
 1                          AN ACT
 2   RELATING TO THE APPROPRIATION TO THE STATE BOARD OF EDUCATION FOR COMMUNITY
 3        COLLEGES FOR FISCAL YEAR 2019; APPROPRIATING MONEYS TO THE STATE BOARD
 4        OF EDUCATION FOR COMMUNITY COLLEGES FOR FISCAL YEAR 2019; AND EXEMPTING
 5        THE APPROPRIATION FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS.

 6   Be It Enacted by the Legislature of the State of Idaho:

 7        SECTION 1.  There is hereby appropriated to the State Board of Education
 8   for Community Colleges the following amounts to be expended according to the
 9   designated programs and expense classes from the listed funds for the period
10   July 1, 2018, through June 30, 2019:
```

		FOR	FOR	FOR	
		PERSONNEL	OPERATING	CAPITAL	
		COSTS	EXPENDITURES	OUTLAY	TOTAL
14	I. COLLEGE OF SOUTHERN IDAHO:				
15	FROM:				
16	General				
17	Fund	$11,789,400	$1,867,200	$607,400	$14,264,000
18	Community College				
19	Fund	155,100	26,900	18,000	200,000
20	TOTAL	$11,944,500	$1,894,100	$625,400	$14,464,000
21	II. COLLEGE OF WESTERN IDAHO:				
22	FROM:				
23	General				
24	Fund	$9,983,500	$3,955,400		$13,938,900
25	Community College				
26	Fund	0	200,000		200,000
27	TOTAL	$9,983,500	$4,155,400		$14,138,900
28	III. NORTH IDAHO COLLEGE:				
29	FROM:				
30	General				
31	Fund	$10,877,000	$1,816,900	$216,000	$12,909,900
32	Community College				
33	Fund	122,200	52,800	25,000	200,000
34	TOTAL	$10,999,200	$1,869,700	$241,000	$13,109,900

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	TOTAL
IV. COLLEGE OF EASTERN IDAHO:				
FROM:				
General Fund	$5,005,400	$8,400		$5,013,800
Community College Fund	200,000	0		200,000
TOTAL	$5,205,400	$8,400		$5,213,800
GRAND TOTAL	$38,132,600	$7,927,600	$866,400	$46,926,600

SECTION 2. EXEMPTIONS FROM OBJECT AND PROGRAM TRANSFER LIMITATIONS. For fiscal year 2019, the State Board of Education for Community Colleges is hereby exempted from the provisions of Section 67-3511(1), (2) and (3), Idaho Code, allowing unlimited transfers between object codes and between programs for all moneys appropriated to it for the period July 1, 2018, through June 30, 2019. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

SUBJECT
Allocation of the State Division of Career & Technical Education Appropriation.

APPLICABLE STATUTE, RULE, OR POLICY

Senate Bill 1357 (2018)

ALIGNMENT WITH STRATEGIC PLAN
Goal 2 (Innovation and Economic Development) Objective A (Workforce Readiness-Prepare students to efficiently and effectively enter and succeed in the workforce).

BACKGROUND
The Idaho Legislature appropriates funds for career technical education to the Division of Career Technical Education (CTE) in five designated programs: State Leadership and Technical Assistance, General Programs, Postsecondary Programs, Dedicated Programs, and Related Services. CTE requests approval of the allocation of the FY2019 appropriated funds detailed in Attachment 1.

DISCUSSION
The allocation is based on the increased level of funding in Senate Bill No.1357 and the provisions of the State Plan for Career Technical Education. The State General Fund reflects an overall increase of 1.6% from the original FY2018 appropriation. The Legislature funded a 3% change in employee compensation; employee benefit decreases; maintenance level increases in the statewide cost allocation for the Division of Career Technical Education; $1.6 million in funds for capacity expansion of 13 specific programs at the 6 Postsecondary technical colleges; $22,700 in one-time funding to purchase replacement equipment at the State Division; $176,900 in ongoing funding for development of a CTE Middle School Program; $300,000 in additional funding for secondary Program Quality Initiative grants; $750,000 to fund the 6 Workforce Training Centers across the state; $178,000 to align courses from secondary to postsecondary; and $70,000 in one-time funding to design online courses through Idaho Digital Learning. The appropriation also transferred 17 FTP and $1,111,100 from Eastern Idaho Technical College (EITC) to College of Eastern Idaho's budget.

IMPACT
Establish FY2019 operating budget.

ATTACHMENTS
Attachment 1- FY 2019 Allocation of Career Technical Education   Page 3
Attachment 2- Statement of Purpose/ Fiscal Note   Page 5
Attachment 3- Appropriation Bill (S1357)   Page 7

STAFF COMMENTS AND RECOMMENDATIONS
Staff recommends approval of the allocation of the FY 2019 appropriation for CTE as detailed in Attachment 1.

BOARD ACTION

I move to approve the request from the Division of Career Technical Education for the allocation of the FY 2019 appropriation as detailed in Attachment 1.

Moved by _____ Seconded by _____ Yes _____ No _____

		IDAHO CAREER & TECHNICAL EDUCATION				
		Allocation of Idaho Career & Technical Education				
		FY 2019 Appropriation				
				FY19		FY18
				Allocation		Allocation
6	Program 01 (State Leadership and Technical Assistance)					
7						
8	By Standard Class:					
9		Personnel Costs	$	2,866,100	$	2,695,900
10		Operating Expenses		399,600		463,900
11		Capital Outlay		49,700		23,100
12		Totals	$	3,315,400	$	3,182,900
13						
14	By Source of Revenue:					
15		General Funds	$	2,969,200	$	2,724,300
16		One-time General Funds		49,700		98,400
17		Federal Funds		296,500		360,200
18		Totals	$	3,315,400	$	3,182,900
19						
20	Program 02 (General Programs)					
21						
22	By Major Program Area:					
23		Secondary Added Cost	$	7,875,000	$	7,875,000
24		Career Technical Schools		4,825,800		4,825,800
25		Program Quality Initiative Grants		300,000		-
26		General Programs Leadership		1,014,700		1,051,700
27		Workforce Training Centers		483,100		483,100
28		Carl D. Perkins Federal Grant		6,290,300		6,221,900
29		Hazardous Materials Training		67,800		67,800
30		Skillstack Maintenance		15,000		15,000
31		Totals	$	20,871,700	$	20,525,300
32						
33	By Source of Revenue					
34		General Funds	$	14,250,600	$	14,024,600
35		One-time General Funds		248,000		196,000
36		Federal Funds		6,290,300		6,221,900
37		Dedicated Funds		67,800		67,800
38		Miscellaneous Revenue		15,000		15,000
39		Totals	$	20,871,700	$	20,525,300
40						
41	Program 03 (Postsecondary Programs)					
42						
43	By Technical College:					
44		College of Eastern Idaho	$	6,895,300	$	7,796,700
45		College of Southern Idaho		7,320,700		7,127,900
46		College of Western Idaho		9,255,700		9,138,400
47		Idaho State University		12,336,200		12,104,000
48		Lewis-Clark State College		4,868,200		4,888,400
49		North Idaho College		5,636,500		5,456,500
50		Totals	$	46,312,600	$	46,511,900
51						
52	By Source of Revenue:					
53		General Funds	$	45,778,800	$	45,495,500
54		One-time General Funds		533,800		1,016,400
55		Totals	$	46,312,600	$	46,511,900

	IDAHO CAREER & TECHNICAL EDUCATION				
56					
57	Allocation of Idaho Career & Technical Education				
58	FY 2019 Appropriation				
59			FY19		FY18
60			Allocation		Allocation
61	Program 04 (Dedicated Programs)				
62					
63	By Major Program:				
64	Agriculture and Natural Resources		325,000		325,000
65	Program Quality Initiative Grants		300,000		300,000
66	Workforce Training Centers		750,000		-
67	Displaced Homemaker Program		170,000		170,000
68	Standards Alignment (Plumbing & HVAC)		82,000		0
69	Totals	$	1,627,000	$	795,000
70					
71	By Source of Revenue:				
72					
73	General Funds	$	1,375,000	$	625,000
74	Dedicated Funds		130,000		170,000
75	Miscellaneous Revenue		82,000		0
76	Totals	$	1,587,000	$	795,000
77					
78	Program 05 (Related Services)				
79					
80	By Standard Class:				
81	Personnel Costs	$	148,100	$	151,400
82	Operating Expenses		423,500		323,500
83	Trustee Payments		3,264,900		3,264,900
84	Totals	$	3,836,500	$	3,739,800
85					
86	By Source of Revenue:				
87	General Funds	$	1,192,800	$	1,191,800
88	Federal Funds		2,343,700		2,244,100
89	Miscellaneous Revenue		300,000		300,000
90	One-time Miscellaneous Revenue		0		3,900
91	Totals	$	3,836,500	$	3,739,800
92					
93	By Source of Revenue:				
94	General Funds	$	65,566,400	$	64,061,200
95	One-time General Funds		831,500		1,310,800
96	Federal Funds		8,930,500		8,826,200
97	Dedicated Funds		237,800		237,800
98	Miscellaneous Revenue		397,000		315,000
99	One-time Miscellaneous Revenue		0		3,900
100	Totals	$	75,963,200	$	74,754,900

STATEMENT OF PURPOSE

RS26338

This is the FY 2019 original appropriation bill for the Division of Career Technical Education. It appropriates $75,963,200 and does not cap the number of authorized full-time equivalent positions.

For benefit costs, the bill removes $1,450 per eligible FTP to bring the annual employer contribution for health insurance down to $11,650 by including a two-month employee and employer premium holiday, adds a 6.8% increase for life insurance, and adjusts funding for workers' compensation in amounts that vary by agency. Funding for replacement items includes $22,700 for computer equipment within the State Leadership and Technical Assistance Program. For statewide cost allocation, $1,700 is provided, as Attorney General fees will decrease by $400, fees for Legislative Audits will decrease by $1,000, risk management costs will increase by $700, and State Controller fees will increase by $2,400. The bill also provides funding for a 3% ongoing merit-based salary increase for permanent employees, to be distributed at the discretion of the agency head or institution president.

The bill funds 11 line items, which provide: 2.00 FTP and $176,900 from the General Fund ($149,900 ongoing, $27,000 onetime) to support career exploration programs for middle school programs; $300,000 ongoing from the General Fund to provide incentive funding for secondary programs; 12.30 FTP and $1,683,300 from the General Fund ($1,149,500 ongoing, $533,800 onetime) to expand postsecondary capacity at eleven postsecondary CTE programs throughout the state and alleviate program waiting lists; $750,000 ongoing from the General Fund to augment funding at the six workforce training centers located throughout the state; $178,000 onetime from the General Fund to align secondary and postsecondary programs; $70,000 onetime from the General Fund to develop four online CTE courses through the Idaho Digital Learning Academy; $82,000 onetime from the Miscellaneous Revenue Fund to allow CTE to update industry standards and develop end-of-course assessments for HVAC and plumbing professionals at the request of the Division of Building Safety; a net-zero correction to a previous appropriation error regarding the State Leadership and Technical Assistance and General Programs within the Division of Career Technical Education; a deduction of 17.00 FTP and $1,111,100 ongoing from the Division of Career-Technical Education, which includes funds for maintenance and administrative staff that will continue to be needed as Eastern Idaho Technical College transitions to College of Eastern Idaho; $500 ongoing from the General Fund for projected annual information technology services; and $100,000 ongoing from federal funds to support continued adult education.

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2018 Original Appropriation	582.96	65,372,000	556,700	8,826,200	74,754,900
Reappropriation	0.00	0	447,600	5,471,000	5,918,600
1. Dental Hygiene Funds to Nursing	0.00	0	0	0	0
FY 2018 Total Appropriation	582.96	65,372,000	1,004,300	14,297,200	80,673,500
Noncognizable Funds and Transfers	(8.57)	0	0	0	0
FY 2018 Estimated Expenditures	574.39	65,372,000	1,004,300	14,297,200	80,673,500
Removal of Onetime Expenditures	0.00	(1,310,800)	(447,600)	(5,471,000)	(7,229,400)
Base Adjustments	8.57	0	(3,900)	0	(3,900)
FY 2019 Base	582.96	64,061,200	552,800	8,826,200	73,440,200
Benefit Costs	0.00	(788,900)	0	(14,900)	(803,800)
Replacement Items	0.00	22,700	0	0	22,700
Statewide Cost Allocation	0.00	2,700	0	(1,000)	1,700
Change in Employee Compensation	0.00	1,052,600	0	20,200	1,072,800
FY 2019 Program Maintenance	582.96	64,350,300	552,800	8,830,500	73,733,600
1. CTE Middle School Quality Program	2.00	176,900	0	0	176,900
2. CTE Secondary Incentive Funding	0.00	300,000	0	0	300,000
3. Postsecondary Capacity Expansion	12.30	1,683,300	0	0	1,683,300
4. Workforce Training Centers	0.00	750,000	0	0	750,000
5. Centers for New Direction	0.00	0	0	0	0
6. Ag Startup Funding	0.00	0	0	0	0
7. Program Alignment	0.00	178,000	0	0	178,000
8. Online CTE Course Development	0.00	70,000	0	0	70,000
9. Standard Alignment for Trades	0.00	0	82,000	0	82,000
10. Reorganization Correction	0.00	0	0	0	0
11. Shift of Funds to CEI	(17.00)	(1,111,100)	0	0	(1,111,100)
12. IT/Telecommunications	0.00	500	0	0	500
14. Increase Funds for Adult Ed	0.00	0	0	100,000	100,000
Budget Law Exemptions	0.00	0	0	0	0
FY 2019 Total	580.26	66,397,900	634,800	8,930,500	75,963,200
Chg from FY 2018 Orig Approp	(2.70)	1,025,900	78,100	104,300	1,208,300
% Chg from FY 2018 Orig Approp.	(0.5%)	1.6%	14.0%	1.2%	1.6%

Contact:
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  Budget and Policy Analysis
  (208) 334-4730

LEGISLATURE OF THE STATE OF IDAHO

Sixty-fourth Legislature   Second Regular Session - 2018

IN THE SENATE

SENATE BILL NO. 1357

BY FINANCE COMMITTEE

```
 1                              AN ACT
 2   RELATING TO THE APPROPRIATION TO THE DIVISION OF CAREER TECHNICAL EDUCATION
 3       FOR FISCAL YEAR 2019; APPROPRIATING MONEYS TO THE DIVISION OF CAREER
 4       TECHNICAL EDUCATION FOR FISCAL YEAR 2019; EXEMPTING THE APPROPRIATION
 5       FROM OBJECT TRANSFER LIMITATIONS FOR THE POSTSECONDARY PROGRAM; PRO-
 6       VIDING INTENT LANGUAGE FOR THE REPURPOSING OF APPROPRIATION; PROVIDING
 7       NON-GENERAL FUND REAPPROPRIATION AUTHORITY; PROVIDING LEGISLATIVE IN-
 8       TENT FOR THE TRANSFER OF A CASH BALANCE; AND DECLARING AN EMERGENCY.

 9   Be It Enacted by the Legislature of the State of Idaho:

10       SECTION 1.  There is hereby appropriated to the Division of Career Tech-
11   nical Education the following amounts to be expended according to the desig-
12   nated programs and expense classes from the listed funds for the period July
13   1, 2018, through June 30, 2019:
```

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
18 I. STATE LEADERSHIP & TECHNICAL ASSISTANCE:					
19 FROM:					
20 General					
21 Fund	$2,624,600	$344,600	$49,700		$3,018,900
22 Federal Grant					
23 Fund	241,500	55,000	0		296,500
24 TOTAL	$2,866,100	$399,600	$49,700		$3,315,400
25 II. GENERAL PROGRAMS:					
26 FROM:					
27 General					
28 Fund		$448,000		$14,050,600	$14,498,600
29 Hazardous Materials/Waste Enforcement					
30 Fund				67,800	67,800
31 Miscellaneous Revenue					
32 Fund				15,000	15,000
33 Federal Grant					
34 Fund	$436,600	74,800		5,778,900	6,290,300
35 TOTAL	$436,600	$522,800		$19,912,300	$20,871,700

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	FOR CAPITAL OUTLAY	FOR TRUSTEE AND BENEFIT PAYMENTS	TOTAL
III. POSTSECONDARY PROGRAMS:					
FROM:					
General Fund	$41,785,700	$3,752,600	$533,800	$240,500	$46,312,600
IV. DEDICATED PROGRAMS:					
FROM:					
General Fund				$1,375,000	$1,375,000
Displaced Homemaker Fund				170,000	170,000
Miscellaneous Revenue Fund		$82,000		0	82,000
TOTAL		$82,000		$1,545,000	$1,627,000
V. RELATED SERVICES:					
FROM:					
General Fund	$96,200	$5,700		$1,090,900	$1,192,800
Miscellaneous Revenue Fund		300,000			300,000
Federal Grant Fund	51,900	117,800		2,174,000	2,343,700
TOTAL	$148,100	$423,500		$3,264,900	$3,836,500
GRAND TOTAL	$45,236,500	$5,180,500	$583,500	$24,962,700	$75,963,200

SECTION 2. EXEMPTIONS FROM OBJECT TRANSFER LIMITATIONS. For fiscal year 2019, the Division of Career Technical Education, Postsecondary Program, is hereby exempted from the provisions of Section 67-3511(1) and (3), Idaho Code, allowing unlimited transfers between object codes for all moneys appropriated to it for the period July 1, 2018, through June 30, 2019. Legislative appropriations shall not be transferred from one fund to another fund unless expressly approved by the Legislature.

SECTION 3. REPURPOSING OF APPROPRIATION. In addition to the appropriation made in Section 1, Chapter 310, Laws of 2017, and any other appropria-

1 tion provided for by law, it is hereby directed that an amount not to exceed
2 $598,900 appropriated for fiscal year 2018 for the purpose of establishing a
3 dental hygiene program at the College of Western Idaho be repurposed to sup-
4 port a practical nursing program at the College of Western Idaho.

5   SECTION 4. NON-GENERAL FUND REAPPROPRIATION AUTHORITY. There is hereby
6 reappropriated to the Division of Career Technical Education any unexpended
7 and unencumbered balances of moneys categorized as dedicated funds and fed-
8 eral funds as appropriated for fiscal year 2018 to be used for nonrecurring
9 expenditures for the period July 1, 2018, through June 30, 2019.

10   SECTION 5. TRANSFER OF A CASH BALANCE. There is hereby appropriated and
11 the State Controller shall transfer $90,900 from the Seminars and Publica-
12 tions Fund within the Division of Career Technical Education, or the balance
13 thereof, to the Division of Human Resources Fund within the Division of Human
14 Resources on July 1, 2018, or as soon thereafter as practicable, for the pe-
15 riod July 1, 2018, through June 30, 2019.

16   SECTION 6. An emergency existing therefor, which emergency is hereby
17 declared to exist, Section 3 of this act shall be in full force and effect on
18 and after passage and approval.

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SUBJECT
FY 2020 Budget Development Process (Line Items)

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures Policy, Section V.B.1.

ALIGNMENT WITH STRATEGIC PLAN
Goal 1 ("A Well Educated Citizenry") Objective A ("Access: Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.").

BACKGROUND/ DISCUSSION
Idaho State Board of Education (Board)-approved budget requests for FY 2020 must be submitted to the executive and legislative branches [Division of Financial Management (DFM) and Legislative Services Office (LSO)] on September 4, 2018. To meet the annual September submission deadline, the Board has established a process for developing institutional line item requests. The first step is the approval of line item request guidelines at the April Board meeting. The institutions then use these guidelines to develop line item requests which are evaluated by the Board at its June meeting. The final budget request, which includes line items and maintenance of current operations (MCO) items (described below), is approved in August.

MCO requests are calculated using state budget guidelines and Board policy. MCO requests include funding for Change in Employee Compensation (CEC), health insurance cost increases, inflationary increases for operating expenses (including utilities), and state agency cost reimbursements (Treasurer, Controller, Risk Management, etc.). These items are calculated using rates established by DFM. Other MCO items include replacement capital (i.e. equipment), and external non-discretionary adjustments such as health education program contract adjustments. Replacement capital requests take into account equipment depreciation schedules, and institutions may request one-time replacement capital in General Funds based on the B-7 Replacement Capital form. An MCO budget is considered the minimum to maintain the current level of operations, while line items are requests for new or expanded programs, occupancy costs, and other initiatives deemed important by the Board, institution/agency, Legislature, or Governor.

The capital building budget request is a parallel process which flows through the Division of Public Works (DPW) and the Permanent Building Fund Advisory Council (PBFAC), with funding provided from the Permanent Building Fund (PBF). Agencies and institutions seek funding for major capital projects and major Alteration and Repair (A&R) maintenance projects through that process.

FY2020 Line Item request guidelines. The following guidelines are proposed for the college/university line item requests for FY2020. These guidelines are elective in nature for the community colleges and the Division of Career Technical Education (CTE). In its submission to DFM, the Board will support no more than two line item requests from each institution for FY2020, with a combined dollar value cap of 5% of the requesting institution's FY2019 General Fund appropriation. This line item guidance is the same as the Board's guidance for the FY2019 budget requests. There are no restrictions on the number or size of formula-driven occupancy cost requests for newly-eligible space. All line item requests should be clearly defined and should follow the instructions and formats provided in the Budget Development Manual. When a line item contains multiple elements, those elements should be prioritized to make them "scalable" in the event only partial funding is made available for the line item. Draft line item requests from Board institutions/agencies should be submitted along with the other agenda item materials for the June 2018 Board meeting. Final review and approval of line items is expected to take place at the August 2018 Board meeting.

IMPACT

The proposed guidelines for FY2020 line item requests are based on the template used for the past several years. The model is flexible and can facilitate fine-tuning of individual requests to accommodate the fiscal situation that evolves over the course of the planning cycle and the upcoming Legislative session. The line item request process will complement the parallel budget planning activities related to facilities/infrastructure, endowment funds, student tuition/fees, and the MCO process.

STAFF COMMENTS AND RECOMMENDATIONS

If the Board's Outcomes-Based Funding (OBF) model (now under development) is supported by state policy makers and receives funding in FY2020, it is possible OBF funding could be appropriated in lieu of some or all college/university line item requests and Enrollment Workload Adjustment funding. However, until the state's budget strategy for higher education funding in FY2020 is clear, it is important that the institutions use due diligence in developing line item requests to meet their strategic needs.

Staff recommends approval.

BOARD ACTION

I move to direct the college and universities to limit Fiscal Year 2020 budget line items requests to those that will measurably support implementation of the Board's strategic plan. Institutions may request up to two (2) line items in priority order, the total value of which shall not exceed five percent (5%) of an institution's FY2019 total General Fund appropriation. Requests for occupancy costs for eligible space will not count towards the two line item limit or the 5% cap.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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SUBJECT
    FY 2019 Idaho Opportunity Scholarship Educational Costs

REFERENCE

April 2015	The Idaho State Board of Education (Board) set the FY2016 maximum annual award amount at $3,000, expected student contribution at $6,500 for 4-year institutions and $4,500 for 2-year institutions and educational cost for each institution.
December 2015	Board reviewed annual State Scholarship Report
April 2016	The Board set the FY2017 maximum annual award amount at $3,000, expected student contribution at $3,000 and educational cost for each institution.
December 2016	Board reviewed annual State Scholarship Report.
April 2017	The Board set the FY2018 maximum annual award amount at $3,500, expected student contribution at $3,000 and educational cost for each institution.

APPLICABLE STATUTE, RULE, OR POLICY
    Section 33-4303, Idaho Code, Idaho Opportunity Scholarship
    IDAPA 08.01.13, Rules Governing the Opportunity Scholarship Program

ALIGNMENT WITH STRATEGIC PLAN
    Goal 2 ("Educational Attainment") Objective A ("Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system) and Objective C ("Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.")

BACKGROUND/ DISCUSSION
    The legislature appropriated a little over $19.3M in the FY 2019 budget for Scholarships and Grants managed by the Board office. This amount is made up of approximately $15.2M from the General Fund, $1M from Miscellaneous Revenue, and $3.1M in federal funds and includes an increase of $3.5M over the FY 2018 appropriation from the General Fund to expand the Idaho Opportunity Scholarship. In addition to the Idaho Opportunity Scholarship, the Scholarships and Grants appropriation covers the Work Study Program, Armed Forces/Public Safety Officer Scholarship, GEARUP Idaho Scholarship, and the Postsecondary Credit Scholarship.

    The Idaho Opportunity Scholarship is a hybrid scholarship combining academic merit with financial need and is based on a shared model of responsibility between the state and the student. Students must meet the minimum academic merit requirement set in Administrative Code to be eligible, eligible students are then ranked based on a combination of need and merit. Need is based on the students' expected family contribution calculated on the FAFSA and makes up 70% of the

weighting used for ranking students.   The legislative intent of the Opportunity Scholarship is to:

a. Recognize that all Idaho citizens benefit from an educated citizenry;
b. Increase individual economic vitality and improve the overall quality of life for many of Idaho's citizens;
c. Provide access to eligible Idaho postsecondary education through funding to remove financial barriers;
d. Increase the opportunity for economically disadvantaged Idaho students; and
e. Incentivize students to complete a postsecondary education degree or certificate.

Idaho Administrative Code, IDAPA 08.01.13.03, Rules Governing the Opportunity Scholarship Program, requires the Board to annually set: (1) the educational costs for attending an eligible Idaho postsecondary institution; and (2) the amount of the assigned student responsibility as part of the shared model of responsibility.

The educational cost may include student tuition, fees, books and other necessary education expenses. Pursuant to IDAPA 08.01.13, these amounts are required to be set for each eligible institution. Staff recommendations are based on the institution's published educational cost for fulltime undergraduate students attending two semesters per year.

While not required by statute or rule, the Board has historically set a maximum award amount in order to increase the number of awardees. Pursuant to IDAPA 08.01.13, the actual award amount received by the student may not exceed the student's actual cost of tuition and fees. When the student's cost for tuition and fees is over the maximum award amount, the award is limited to the set maximum award amount. Should the Board choose not to set a maximum award amount, the award would be limited to the actual cost to the student of tuition and fees and the maximum educational cost. A student's actual costs are not typically known at the time the initial awards are made. The maximum award amount allows for staff to make preliminary estimates of the total amount needed to cover awards in a given year, thereby allowing more awards to be distributed earlier.

Regardless of whether the student attended a 2-year or a 4-year institution, in FY 2018 the majority of students received awards at or near the maximum award amount. The following table shows the total funds distributed for the Opportunity Scholarship by academic year attended, the number of students awarded, and the average amount of the award for that year.

School Year	Amount	Number of Awards	Average Award Amount
2014-2015	$4,916,579	1,465	$3,440
2015-2016	$5,146,248	1,868	$2,881
2016-2017	$9,868,532	3,454	$2,857
2017-2018	$11,418,815	3,724	$3,066

Currently, 8,087 students have applied for the Opportunity Scholarship for the 2018-2019 school year.

Individual student award amounts for the Opportunity Scholarship are calculated based on the educational cost for the institution the student attends, the student contribution amount, other scholarships and financial aid the student receives, actual tuition costs and the maximum award amount. Students may use scholarships and grants that do not come from institutional, state, or federal funds to offset the student contribution amount. Student loans are not included in the calculation of the eligible award amount.

As an example, based on the proposed amounts, if a student attends the University of Idaho with a set educational cost of $21,300, the Opportunity Scholarship award amount would be calculated as follows:

	Student A	Student B	Student C
Educational Cost for Institution	$21,300	$21,300	$21,300
Student Contribution	$3,000	$3,000	$3,000
Other scholarships and financial aid	$10,000	$15,000	$5,000
Total Remaining	$8,300	$3,300	$13,300
Eligible Award Amount	$3,500	$3,300	$3,500

The actual award amount for each student may be further adjusted based on how other scholarships and financial aid are required to be applied and the actual amount charged to the student. Payments are made directly to the institution on the students' behalf.

IMPACT

Setting the educational cost and student contribution amounts fulfills the Board's responsibilities under administrative rule. Combined with setting the maximum award amount, this action will enable Board staff to begin processing applications and making award determinations for FY 2019.

STAFF COMMENTS AND RECOMMENDATIONS

Senate Bill 1279 (2018) amends Section 33-4303, Idaho Code, allowing the Board to set aside up to 20% of the Opportunity Scholarship funds to be used for individuals who have earned 24 or more credits toward a postsecondary degree or

certificate. Amendments to IDAPA 08.01.13, Rules Governing the Opportunity Scholarship Program, will need to be made to address this population of students prior to these students receiving awards in FY 2019. Current student eligibility requirements in Administrative Code include:

1. The student must be pursuing their first undergraduate certificate or degree;
2. The student must have an un-weighted minimum cumulative grade point average of 3.0 or better;
3. The student may not be in default on a student educational loan, or owe a repayment on a federal grant;
4. Application must be submitted or postmarked no later than March 1;
5. Application must complete and submit the FAFSA no later than March 1; and
6. The student must complete 24 credit hours if attending a four-year eligible institution or 18 credit hours if attending a two-year institution to remain eligible for the scholarship.

A temporary rule addressing these criteria that limit individuals with 24 or more credits from receiving scholarships during the 2018-2019 school year is being brought forward under a separate agenda item as part of the Planning, Policy and Governmental Affairs portion of the agenda. An additional proposed and then pending rule will be negotiated and brought forward to the Board during the normal rulemaking timelines for consideration for the 2019-2020 and ongoing school years. Due to the limited time available to get the information out regarding the availability of funds for this population, the intent is to set aside $1M (or 7.3%) of the approximately $13.7M available for the Opportunity Scholarship in FY 2019.

Staff recommends the FY 2019 educational cost for the Opportunity scholarship award formula to be set for each public institution as follows:

1. $21,300 for students attending University of Idaho (3.2% increase over FY 2018)
2. $22,182 for students attending Boise State University (14.2% increase over FY 2018)
3. $21,031 for students attending Idaho State University (4.2% increase over FY 2018)
4. $17,896 for students attending Lewis-Clark State College (3.1% increase over FY 2018)
5. $15,322 for students attending College of Eastern Idaho (-5.6% increase over FY 2018)
6. $13,458 for students attending College of Southern Idaho (0% increase over FY 2018)
7. $13,152 for students attending College of Western Idaho (0% increase over FY 2018)
8. $14,886 for students attending North Idaho College (1% increase over FY 2018)

Pursuant to IDAPA 08.01.13, the FY 2019 educational cost for the Opportunity scholarship award formula for students attending eligible Idaho private, not-for-

profit postsecondary institutions must be the average of the amount set for the four public 4-year institutions. For FY2019, this amount is $20,602.

Staff recommends the FY 2019 student contribution be set at $3,000, and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution.

Staff recommends the maximum award amount remain $3,500 for FY 2019.

BOARD ACTION

I move to approve the FY2019 educational cost for the Opportunity scholarship award be set not to exceed the following amounts:
1. $21,300 for students attending the University of Idaho
2. $22,182 for students attending Boise State University
3. $21,031 for students attending Idaho State University
4. $17,896 for students attending Lewis-Clark State College
5. $15,322 for students attending the College of Eastern Idaho
6. $13,458 for students attending the College of Southern Idaho
7. $13,152 for students attending the College of Western Idaho
8. $14,886 for students attending North Idaho College

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve the Opportunity Scholarship maximum award amount for FY2019 to be set at $3,500.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

AND

I move to approve the FY2019 student contribution be set at $3,000 and to accept student-initiated scholarships and non-institutional and non-federal aid as part of the student contribution.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

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SUBJECT
Graduate Medical Education (GME) 10-year Plan revision

REFERENCE

January 2009	Idaho State Board of Education (Board) approved recommendations from the report of the Board's Medical Education Committee (MEC) and forwarded report to the Governor and Legislature
April 2009	Board approved implementation of ten recommendations from the MEC report
August 2012	Board received update and discussed status of implementation of the MEC's recommendations
December 2016	Board accepted the findings and recommendations of its MEC and forwarded the report to the Governor
August 2017	Board approved FY2019 line item request for Health Education Programs which included $5.239 million in additional funding to launch a 10-year, comprehensive GME plan
December 2017	Board approved GME 10-year plan and forwarded plan to the Governor

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.

ALIGNMENT WITH STRATEGIC PLAN
Goal 3: "Workforce Readiness"; Objective B: "Medical Education—Deliver relevant education that meets the health care needs of Idaho and the region."

BACKGROUND/DISCUSSION
At its special meeting on December 5, 2017, the Board approved the GME 10-year strategic plan (Attachment 1). At that meeting, the Board also approved revisions to the associated FY2019 Line Item request for Health Education Programs, which included adjustments to the distribution of funds among the participating residency programs throughout the state. There was no change to the total funding amount ($5.239 million) which had been submitted previously to the Division of Financial Management (DFM) and the Legislative Services Office (LSO).

In response to a request by the Joint Finance-Appropriations Committee (JFAC), Board staff (working with OSBE's GME coordinator, Dr. Ted Epperly) presented an overview of the GME plan to JFAC on January 10, 2018, which was favorably received. The Governor's Office and LSO were provided with copies of a letter (Attachment 2) with several hundred signatures from regional medical facilities, physicians, and higher education leaders throughout the state, expressing support for the GME plan.

The Governor's budget recommendation for FY2019 included partial funding for the first year of the 10-year GME plan. The Governor's Office also sent a letter to the Board (Attachment 3) asking the Board to address three areas in order to move beyond the FY2019 budget recommendations:

- Exploring options to leverage state funds with Medicaid dollars to support GME expansion
- Developing and communicating a phased approach for increasing the level of state support for residency positions
- Obtaining a third-party review and analysis of the plan

Action is underway on all three areas mentioned in the Governor's letter, including continuing coordination with the State's Medicaid program, implementation of a phased approach to funding individual residency positions, and receipt of an external review of the GME 10-year plan from an expert, national-level body—the Accreditation Council for Graduate Medical Education (ACGME).

In February 2018, the JFAC approved additional funding (approximately $1 million, above the Governor's recommendation) for components of the first year of the GME plan within the OSBE budget and the Health Education Programs budget. The final appropriation for the plan, enacted in March 2018 was a total of $2.068 million, distributed as follows:

- $80,000 for support of GME Council and coordination of the 10-year plan
- $565,000 in additional funding for four Family Medical Residency programs
- $77,500 for the University of Washington Boise Internal Medicine program
- $525,000 for the Bingham Internal Medicine Program
- $455,000 for the Eastern Idaho Regional Medical Center
- $240,000 for the University of Washington Psychiatry residency program
- $125,000 for accreditation of new psychology internship programs by the Western Interstate Commission for Higher Education (WICHE)

While the significant investment by the Governor and Legislature for the first year (FY2019) of the GME 10-year plan is greatly appreciated, the timing of planned milestones in the plan and the funding requests planned for subsequent years will need to be adjusted. The version of the plan approved by the Board included a large infusion of new state dollars in FY2019, followed by much lower additional investments over the ensuing nine years, with an average increase of $1.6 million per year over the life of the plan (see Fig. 4 on page 44 of the plan). Staff anticipates that the annual budget requests would be roughly level in the next two years, with a slightly shallower rate of decrease in the out-years of the plan. This adjustment will appear as a "smoother" funding curve, with a steady decline over the remainder of the plan.

IMPACT

The need driving the 10-year GME plan—Idaho's need for additional residency positions to train and keep physicians in the state—must be addressed. Implementation of the plan will enable Idaho to make positive progress from its current ranking as 49th among U.S. states in terms of physicians per capita and medical residents per capita. It will enable the state to accommodate the recent expansion of undergraduate medical education pipelines. It will sustain support for residency programs throughout Idaho and will enable current and new residency programs to expand significantly the production of physicians, with a focus on underserved rural areas. The plan will increase the number of residency programs in Idaho from (the current) nine to 21, serving all areas of the state. The number of Residents and Fellows training in Idaho per year would increase from 141 to 356, and the number of graduates from the pipeline would increase from 52 to 124 per year (a 237% increase).

The projected return on investment is significant. State dollars will be leveraged on 2-to-1 (or greater) basis. Each of the 2,000 residents/fellows produced by the plan will generate an estimated 12 additional jobs, $1.9 million in economic impact, and $61,000 in additional state and local taxes. The total economic impact for the state (assuming "worst case" of only 50% retention rate of physicians remaining within Idaho) is over $1 billion.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Revision of the 10-year plan is needed not only to adjust the plan to reflect the FY2019 appropriation, but also to sustain the outstanding cooperation and support of residency program directors and medical facilities that has been established throughout the state during the past two years of the planning effort. Upon Board direction, staff will work with the newly designated "GME Council" to refine and implement the plan. Staff recommends approval.

BOARD ACTION

I move to direct Board staff to revise the Graduate Medical Education Ten-Year Strategic Plan, in close coordination with the applicable stakeholders in the medical community, to reflect the appropriation for the first year of the plan, and to return to the Board not later than October 2018 for approval of an updated plan.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Graduate Medical Education in Idaho:

A Ten Year Strategic Plan

December 5, 2017

Ted Epperly, MD
Idaho SBOE GME Coordinator

Table of Contents

Graduate Medical Education in Idaho: 10-year Strategic Plan
Executive Summary

Idaho faces a significant challenge with producing and retaining a well-trained physician workforce for the future. Our state currently ranks 49th in the United States for active physicians per 100,000 citizens, 46th in the U.S for primary care physicians per 100,000 citizens and 49th in the U.S. for the number of resident physicians per 100,000 with only 6.7 resident physicians per 100,000 people *(1).* This low ratio of resident physicians to state population places Idaho at 419% below the national median of 28.1 resident physicians per 100,000. Additionally 27% of Idaho's physicians are over age 60 and will be retiring in the next decade *(1).*

Graduate Medical Education (GME) is the physician training period after medical school and before independent practice. Where physicians do their residency training is highly correlated with where they will stay and practice medicine. Studies have shown that 50-75% of residents will stay within 100 miles of their residency training location. Therefore, the development and expansion of GME programs must become a priority for Idaho **NOW** to address Idaho's understaffed and aging physician workforce. The enclosed Ten Year Graduate Medical Education Strategic Plan for Idaho lays out a thoughtful, achievable, and bold plan to expand existing programs and to create new GME programs. This plan builds a sustainable foundation for existing programs and creates the infrastructure for new GME programs using a consistent methodology that has programs, their sponsoring institutions and the State of Idaho as partners in this effort.

The Ten Year Plan will grow GME programs in Idaho from 9 to 21 programs (222% increase). The plan will increase the residents and fellows in training from 141 currently to 356 (252% increase) and the number of graduates each year from Idaho's GME programs from 52 to 124 (237% increase).

The price tag to Idaho will be $5,239,000 in additional funding for FY2019, with smaller increases over the next nine years of the plan. By the end of the plan, annual spending will have increased by $16,349,000 compared to FY2018 state funding levels. Average annual funding increase requests over the ten years of the plan will be $1.63 million per year.   The plan will enable 1,480 additional physicians to be trained in Idaho over the next ten years, bringing the ten year total to 2000 physicians who will be residency-trained in Idaho over this time period. This GME expansion will increase the number of resident per 100,000 citizens from 6.7 to 17.7 (bringing Idaho closer to the national average of 28.1). State funds (covering one third of the total cost of the effort) will be matched by sponsoring organizations and program revenues which will cover two-thirds of the cost of the plan. The plan, when implemented, is expected to have a positive economic impact of $1.3 billion dollars and will generate 10,000 new jobs throughout Idaho. *(2)*

(1) Association of American Medical Colleges Physician State Data Book, November 2017
(2) The Economic Impact of Physicians in Idaho; American Medical Association Report, March 2014

The Ten Year Plan details the programs, the timed roll out and the budget for this plan. The plan also develops a GME Council within the State Board of Education for implementation and sustainability of the plan as well as additional healthcare programs in psychology and pharmacy. The State of Idaho will become responsible for only one-third of these programs developmental and sustainment costs.

The plan addresses the sustainability of current and future GME programs and their sponsoring institutions which will incur 67% of the costs. Additionally the plan develops six metrics to ensure that the programs produce high quality, well-trained physicians with 50% or greater staying in Idaho and 30% of those being in rural and underserved Idaho. The projected economic impact of $1.3 billion and an ROI of 10.9 to 1 in revenues/expenses are based on a 50% in-state retention of trained residents after completion of their GME programs.

Finally, this plan has been discussed in detail with all GME programs in the State as well as the medical schools that serve Idaho. This plan harmonizes the medical education pipeline from medical school, to residency, to practice to help achieve the skilled medical workforce that Idaho's citizens need and deserve.

Introduction

The provision of high-quality medical care to the citizens of Idaho is of major importance to both the Governor and the Idaho Legislature. Just as with high quality education programs the provision of high-quality medical care provides the opportunity for Idahoans to be maximally successful in achieving their potential for a happy and healthy life.

Governor Otter has propelled Idaho down the path of transforming our healthcare system through the creation of his first Healthcare Council in 2007. From this initiative came activities such as his Executive Order to establish the Idaho Patient Centered Medical Home Collaborative, the Governor's Healthcare Workforce Commission and the Idaho Healthcare Collaborative which successfully garnered a $40 Million Centers for Medicaid and Medicare Innovation Initiative (CMMI) State Innovation Model (SIM) grant to transform healthcare in Idaho.

At the same time Governor Otter and the Idaho Legislature along with the State Board of Education have been very supportive of growing and expanding medical education in Idaho. The expansion of undergraduate medical education in WWAMI from 20 to 40 medical student positions and from 8 to 10 medical student positions at the University of Utah has been very important for more Idaho citizens having the opportunity to go to medical school. Additionally, Governor Otter has been instrumental in bringing Idaho's first medical school to fruition. In Meridian, the proposed Idaho College of Osteopathic Medicine is anticipating matriculating 150 medical students per year starting in 2018, pending accreditation, with Idaho residents having preferential admission status.

On the Graduate Medical Education (GME) side of the equation, the Governor has created two Medical Education Committee Taskforces through the State Board of Education to address the growth and expansion of medical education in Idaho. The first of these two was in 2010 and the second in 2016. Both of these medical education committees arrived at similar findings and recommendations. The number one priority for Idaho was to continue to grow the number of accredited GME residency programs for Idaho. The reason for this recommendation is the realization that to grow a physician workforce for Idaho you must have GME programs in the state for physicians newly graduated from medical schools to complete their medical residency training. By having these programs in Idaho, the retention of these physicians in Idaho is greatly enhanced. There is a direct correlation that increasing the number of graduate medical education residency positions will help increase the workforce of physicians in the state.

Graduate Medical Education is extremely important to the physician workforce in Idaho. Physicians who do residency training in Idaho have a high likelihood of staying to practice in Idaho after residency training. Studies have shown that selected types of programs in geographic regions have retention rates of 50-75% of resident physicians choosing to practice within 100 miles of their

training program *(3)*. Idaho performs very well ranking 10th in the U.S. in the percentage of physicians retained from GME programs in the state they train in *(4)*. Hence, it is important to have multiple residency programs in Idaho to help train the future workforce and to retain physicians in the state.

Idaho currently ranks 49th in the United States for the number of resident physicians per capita with only 6.7 resident physicians per 100,000 people. This low ratio of resident physicians to state population places Idaho 419% below the national median of 28.1 resident physicians per 100,000 *(5)*. This means that Idaho does not have enough training positions within the state necessary to generate the workforce for a rapidly growing state. Idaho ranks 49th for active physicians per 100,000 population and 50th according to the United Health Foundation's 2015 America's Health Ranking. Idaho has an uphill climb in increasing our physician workforce. The Robert Graham Center for Policy Studies identifies that Idaho will need 382 additional primary care providers by 2030 or 44% of the current workforce *(6)*. Additionally, 27% of Idaho physicians are over age 60 and will be retiring in the next decade *(7)*. Idaho has an increased number of medical school graduates. The Idaho Legislature has recently increased the number of Idaho medical students to 40/year in the Idaho WWAMI program and 10/year at the University of Utah. The Idaho College of Osteopathic Medicine is in its final accreditation phase and if accredited will graduate 150 medical students per year starting in 2022. This creates a situation in which Idaho will become a net exporter of medical school graduates and will lose these graduates to residency training programs elsewhere unless Idaho builds the infrastructure for more GME programs **now**. It is thus imperative that Idaho **expand future GME infrastructure now** to provide enough training opportunities not only to retain many of these students in state, but to attract other top notch medical school graduates. This is particularly important for a state like Idaho that is predominantly rural and frontier where physician recruitment is challenging.

In an era of lower Medicare rates, capped GME positions for many hospitals, and declining federal grant funding for GME (e.g. Affordable Care Act created Teaching Health Center, Primary Care Residency Expansion, Title VII), existing residencies face significant barriers to expansion and to creation. In order to expand, residencies must not only replace lost external funding sources, they must also expand access to outpatient clinical facilities, maintain scarce clinical rotation sites and recruit, retain and develop high quality faculty. Developing new residency programs at hospitals currently without GME programs will bring new Medicare GME funding to Idaho that expanding current residencies may not.

(3) Maudlin RK, Newkirk GR. Family Medicine Spokane Rural Training Track: 24 Years of Rural-based Graduate Medical Education. Fam Med 2010
(4) Association of American Medical Colleges State Physician Workforce Data Book, November 2017
(5) Association of American Medical Colleges State Physician Workforce Data Book, November 2017
(6) Graham Center Data, 2013
(7) Association of American Medical Colleges State Physician Data Workforce Book, November 2017

In order to create new residency programs, you must have dedicated physicians and hospitals in those locations with a vision and a desire to teach, train, and create the future workforce for the community, region and state. Through the Governor's, Idaho Legislature's and the State Board of Education's efforts, much work has been done over the last 10 years to support the growth of GME programs in the state to produce a high quality physician workforce for Idaho. However, much more needs to be done to ensure Idaho is well positioned for the future.

The production of this Ten Year Graduate Medical Education Strategic Plan in Idaho is a collaborative effort from Governor Otter, the Idaho Legislature, the State Board of Education, the GME programs in Idaho, the UME programs engaged with Idaho, the Idaho Medical Association, the Idaho Hospital Association, the Idaho Department of Health and Welfare and other engaged stakeholders to help create a vision that can be transformed into a realistic and actionable plan that will help Idaho grow a high quality physician workforce that will help in promoting better health for Idahoans. In addition to providing healthcare, growing a high quality physician workforce creates additional jobs and revenue for Idaho. Each physician trained in Idaho that stays in Idaho to practice adds approximately 10 jobs per physician and over $1,300,000 of economic impact in their communities [8].

Background

Graduate Medical Education is the formal education period where physicians enter into their specialty training program to become the type of doctor they choose to be. This education time typically lasts from three to seven years in length and is known as "residency training" in a particular specialty (e.g. family medicine, internal medicine, psychiatry, general surgery, etc.). The program they are in for this "residency training" is called a residency program and the successful passing of that specialty's Board Certification exam leads to a physician becoming "board certified" in their specialty.   This period of time is crucial to the development of a fully skilled, prepared physician to provide safe and effective patient care to the citizens and the communities in which they live. While in residency training the individuals in these programs are called residents. The first year of a residency is also known as the intern year and these individuals are often referred to as interns. This is in distinction to the four-year medical school education period that precedes residency training where these learners are called students. Additional training after the initial GME training period is referred to as fellowship training, which can vary from one to three years. Physicians in this period of training are called fellows.

Currently, there are eight residency programs in Idaho with Accreditation Council for Graduate Medical Education (ACGME) accreditation. There is also one American Osteopathic Association (AOA) accredited residency program in Idaho. These programs have five different sponsoring institutions and are located in six communities across the State.

(8) The Economic Impact of Physicians in Idaho; American Medical Association Report, March 2014

All residency programs accredited by the ACGME (which will accredit all residency and fellowship programs after 2020) must have a sponsoring institution, frequently a hospital system, academic institution, or a medical school. The Family Medicine Residency of Idaho (FMRI) is headquartered in Boise and sponsors three family medicine residency programs. The largest of these programs is located in Boise with the other two being Rural Training Tracks (RTTs). These RTTs have residents train their first year in Boise and their latter two years spent in Caldwell or in the Magic Valley (Twin Falls/Jerome). Idaho State University (ISU) has a family medicine residency in Pocatello, and Kootenai Medical Center sponsors a family medicine residency program in Coeur d'Alene. The University of Washington (UW) sponsors an internal medicine residency program in Boise and a psychiatry residency track where residents train for two years in Seattle and two years in Boise. The UW internal medicine residency program also trains four preliminary year interns that leave the state after their one year internship to pursue training in other specialty areas (e.g. ophthalmology, neurology, dermatology). Additionally, there is an American Osteopathic Association (AOA) internal medicine residency that does not receive State Board of Education (SBOE) support in Blackfoot, Idaho.

There are currently four fellowship programs in Idaho. All four are located in Boise and sponsored by FMRI. The fellowships consist of Sports Medicine, HIV/Viral Hepatitis, Geriatrics, and Obstetrics. These programs are each one year in length.

Purpose

This document represents a collaborative effort of all Graduate Medical Education (GME) and Undergraduate Medical Education (UME) medical school programs in Idaho to provide a blue print for a comprehensive and cohesive plan to move forward with the much needed expansion of GME in the state of Idaho. This blueprint creates a ten year plan to expand existing programs and the plans for development of new programs necessary to sustain the patient centered medical home in Idaho and to produce the physician workforce needed to achieve an integrated healthcare system that produces excellent health outcomes for Idaho's citizens. This workforce production will have a positive impact on job creation and beneficial economic impact for Idaho. This paper will produce both a ten year timeline to roll these programs out and a budget necessary to enact and sustain them. It will also tie together how GME and UME can work synergistically.

Goals

There are seven goals to achieve over the next ten years for Idaho in regards to Graduate Medical Education.

1. Stabilize and expand the existing GME programs as capacity, capability, and resources allow.

2. Create new GME programs in a thoughtful and coordinated manner over a ten year period.

3. Develop and fund fellowship programs to augment and refine additional skills in Idaho physicians.

4. Grow Idaho's GME capacity in a cost effective way partnering with the Governor and Idaho Legislature as well as the Idaho State Board of Education (SBOE), Idaho Medical Association (IMA), Idaho Hospital Association (IHA) and other important stakeholders.

5. Accomplish this expansion in harmony with other GME programs and the emergence of increased UME programs at the University of Washington, University of Utah, Pacific Northwest University of Osteopathic Medicine, the newly created Washington State University Elson S. Floyd College of Medicine and the Idaho College of Osteopathic Medicine.

6. Develop a Graduate Medical Education Council (GMEC) to oversee the implementation and the sustainability of this plan.

7. Develop metrics of success that the GMEC will oversee to ensure program accountability for quality workforce production and appropriate distribution to all parts of Idaho.

Current GME in Idaho

Idaho currently has eight Accreditation Council for Graduate Medical Education (ACGME) accredited programs, one American Osteopathic Association (AOA) accredited program, and four fellowships sponsored by five institutions as noted previously. These programs are the:

–   Family Medicine Residency of Idaho (FMRI) with three family medicine residency programs located in Boise, Caldwell, and Twin Falls/Jerome.

–   University of Washington (UW) with three residency programs in internal medicine, psychiatry and a one year preliminary year program and all three are located in Boise.

–   Idaho State University (ISU) with one family medicine residency program located in Pocatello.

− Kootenai Health Family Medicine Coeur d'Alene Residency with one family medicine residency program located in Coeur d'Alene.

− Bingham Internal Medicine Residency with one internal medicine residency program located in Blackfoot.

There are four fellowships that are all sponsored and overseen by the FMRI in Boise. These four fellowships are one year in length and are in the following disciplines:

− Sports Medicine
− HIV/Viral Hepatitis
− Geriatrics
− Obstetrics

Figure One – Programs Specialties and locations in Idaho.

Program and Fellowship Locations (2017)
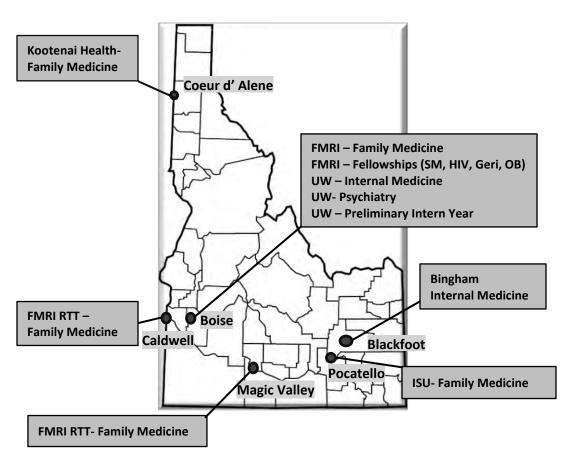
Table 1:
Residency and Fellowship Programs in Idaho

Types	Specialty	Location	Sponsoring Institution	Year Established	Total Number of Residents/Fellow	Residents/Fellows Per Year
Residency	Family Medicine	Boise	FMRI	1974	33	11-11-11
Residency	Family Medicine	Caldwell	FMRI	1995	9	3-3-3
Residency	Family Medicine	Magic Valley	FMRI	2009	6	2-2-2
Residency	Family Medicine	Pocatello	ISU	1992	21	7-7-7
Residency	Family Medicine	Coeur d'Alene	KHFMR	2014	18	6-6-6
Residency	Internal Medicine	Boise	UW	2011 (1977 R2 Track)	25	9-8-8
Residency	Internal Medicine	Blackfoot	RVU	2014	11 (class of 12 not full)	4-4-4
Residency	Psychiatry	Boise	UW	2006	7	0-0-4-3
Internship	Preliminary Internship	Boise	UW	1977	4	4
Fellowship	Sports Medicine	Boise	FMRI	1995	1	1
Fellowship	HIV/Viral Hepatitis	Boise	FMRI	2006	1	1
Fellowship	Geriatrics	Boise	FMRI	2013	1	1
Fellowship	Obstetrics	Boise	FMRI	2015	1	1

GME Expansion Plan in Idaho

To achieve Idaho moving from 6.4 GME positions per 100K to 17.7 positions per 100K, the following growth will need to occur generally at each of Idaho's existing and proposed GME programs.

1. **Family Medicine Residency of Idaho**

   A. FMRI will grow from 16 residency positions per year to 30 positions per year over the next ten years. Table 2 provides where the expansion will occur and at what time.

Table 2:
FMRI Ten Year Strategic Graduate Medical Education (GME) Growth Plan
Expansion/New Program

Name of Institution	Type of Residency Fellowship	Location of Residency	Length of Training	Class Size Per Year	Total Residents / Fellows FY18	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	FY 29	Total R/F FTE's	
																	Class	Total
Family Medicine Residency Of Idaho	Family Medicine	Boise	3	11	33			1	1	1	1	1	1	1	1	1*	14	42
FMRI	Family Medicine	Caldwell	3	3	9				1	1	1						4	12
FMRI	Family Medicine	Magic Valley	3	2	6		2	2	2								4	12
FMRI	Family Medicine	Nampa	3	6	0		6	6	6								6	18
FMRI	Family Medicine and Psychiatry	Nampa	5	2	0					2	2	2	2	2			2	10
FMRI	Family Medicine	RTT #1	3	2	0					2	2	2					2	6
FMRI	Sports Med	Boise	1	1	1												1	1
FMRI	HIV/Viral Hepatitis	Boise	1	1	1	1											2	2
FMRI	Geriatrics	Boise	1	1	1												1	1
FMRI	Obstetrics	Boise	1	1	1												1	1
FMRI	Palliative Care	Boise	1	1	0		1										1	1
FMRI	Addiction Medicine	Boise	1	1	0			1									1	1
FMRI	Integrative Medicine	Boise	1	1	0					1							1	1
FMRI	Rural FM	Nampa	1	1	0							1					1	1
					48 R's 4 F's												41	100 R's* 9 F's

* The final Family Medicine Resident will be added after the Ten Year Plan in FY29

In short the following is what will occur:

    i.   FMRI Boise will grow from 11 to 14 residents/year in FY 2021, 2024 and 2027

    ii.   Caldwell RTT will grow from 3 to 4 residents/year in FY 2022

    iii.   Magic Valley RTT will grow from 2 to 4 residents/year in FY 2020 and 2021

    iv.   A new Family Medicine Residency (Nampa) will grow from 0 to 6 residents/year, with the first class starting in 2019 (FY20). This buildout will continue with 6/year in FY 2021 and 2022.

    v.   A combined Family Medicine/Psychiatry Program will add two residents per year to the Nampa Family Medicine Residency starting in FY 2023. This combined program will be five years in length

    vi.   A new RTT #1 will grow from 0 to 2 residents/year off of the Nampa Program starting in FY 2023-2025

B.   Fellowships at the FMRI will grow from 4 per year to 9 per year with the development of four new fellowships and the expansion of one.

    i.   Sports Medicine will continue to have 1 fellow/year

    ii.   HIV/Viral Hepatitis will grow from 1 to 2 fellows/year with expansion in FY 2019

    iii.   Geriatrics will continue to have 1 fellow/year

    iv.   Obstetrics will continue to have 1 fellow/year

    v.   Palliative Care (New) will grow from 0 to 1 fellow/year in FY 2020

    vi.   Addiction Medicine (New) will grow from 0 to 1 fellow/year in FY 2021

    vii.   Integrative Medicine (New) will grow from 0 to 1 fellow/year in FY 2023

    viii.   Rural Family Medicine (New) will grow from 0 to 1 fellow/year in FY 2024

In summary the growth of the Family Medicine Residency of Idaho (FMRI) over the time period of July 1, 2018 through June 30, 2028 will be from 48 Family Medicine Residents to 100* Family Medicine Residents which is a growth of 225%. The FMRI Fellowships in this same time period will go from 4 Fellows to 9 Fellows for a growth of 180%. In aggregate the expansion will be from 52 residents and fellows in July 2017 to 108 residents and fellows by July 1, 2028 which is a 206% expansion in GME positions.

2. **Idaho State University**

The Idaho State University of Family Medicine Program plans to grow its core program in Pocatello by two family medicine residents in each year over this expansion period. Additionally, it plans to start one to two Rural Training Tracks (RTTs) in Eastern Idaho locations with 2 residents per class. RTT #1 will be in Rexburg, Idaho. Groundwork for this RTT has been laid over the past few months and an ACGME accreditation application is in process. The Madison Memorial Hospital Board of Trustees approved their support of the RTT at their September 28, 2017 meeting. The ISU program also plans to start a fellowship program in Hospitalist Medicine in this time period. Please see Table 3 for the tentative roll out of these programs.

Table 3:
ISU Ten Year Strategic Graduate Medical Education (GME) Growth Plan

Expansion / New Program

Name of Institution	Type of Residency Fellowship	Location	Length of Training	Class Size Per Year	Total Residents/ Fellows FY18	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Total R/F FTE's	
																Class	Total
Idaho State University	Family Medicine	Pocatello	3	7	21					2	2	2				9	27
(ISU)	Family Medicine	RTT 1	3	2	0		2	2	2							2	6
(ISU)	Family Medicine	RTT 2	3	2	0								2	2	2	2	6
(ISU)	Hospitalist	Pocatello	1	1	0	1										1	1
					21 R's 0 F											14	39 R's 1 F

In summary the growth of the Idaho State University (ISU) over the time period of July 1, 2018 through June 30, 2028 will be from 21 Family Medicine Residents to 39 Family Medicine Residents and 1 Fellow which is a growth of 90%.

3. **Kootenai Health Family Medicine Coeur d' Alene Residency**

The Kootenai Health Family Medicine Coeur d'Alene Residency was newly created in 2014 and has just graduated its first class of residents. It plans to grow its core class size by one resident from 6 to 7 family medicine residents per year over the next decade. The potentially big expansion for Kootenai Health Family Medicine Residency comes in its creation of a Rural Training Track (RTT) somewhere in northern Idaho. This program would be at 2 Family Residents per year for a total of 6 RTT residents when the RTT is full. Table 4 outlines this growth and timing.

Table 4:
Kootenai Health Family Medicine Coeur d' Alene Residency Ten Year Strategic Graduate Medical Education (GME) Growth Plan

Expansion/New Program

Name of Institution	Type of Residency Fellowship	Location	Length of Training	Class Size Per Year	Total Residents Fellows FY18	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Total R/F FTE's	
																Class	Total
Kootenai Health	Family Medicine	Coeur d' Alene	3	6	18								1	1	1	7	21
Kootenai Health	Family Medicine	RTT 1	3	2	0				2	2	2					2	6
					18 R's											9	27 R's

In summary the growth of the Kootenai Health Family Medicine Coeur d'Alene Residency (KHFMR) over the time period of July 1, 2018 through June 30, 2028 will be from 18 Family Medicine Residents to 27 Family Medicine Residents which is a growth of 50%.

4. **UW Internal and Preliminary Medicine**

There are three types of programs sponsored by the University of Washington and located at the Boise Veterans Administration Hospital. The largest and oldest is the Internal Medicine Residency Program. This program will grow its core program from 9 to 12 residents per year during this expansion period. The Preliminary Year Intern program (PYI) is a year in length training program that prepares these interns broadly and allows them to be competitive for further GME programs outside of Idaho in such subspecialties as neurology, ophthalmology and dermatology. This program plans to stay stable at 4 PYI's/ year. In addition the Boise Internal Medicine Residency program has 2 Chief Resident Positions per year (fourth year positions) which will grow by 1 over the expansion period in FY 21. Table 5 summarizes these positions and their growth.

Table 5:
UW – IM/Preliminary/Chief Residents Ten Year Strategic Graduate Medical Education (GME) Growth Plan

Expansion/New Program

Name of Institution	Type of Residency (Fellowship)	Location	Length of Training	Class Size Per Year	Total Residents/ Fellows FY18	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Total R/F FTE's	
																Class	Total
University of Washington	Internal Medicine	Boise	3	9	25	4*	4*	3								12	36
UW	Internal Medicine – Chief Residents	Boise	1	2	2			1								3	3
UW	Preliminary Year	Boise	1	4	4											4	4
	*The growth of resident per class in FY 19, FY 20 and FY 21 completes a class expansion from 8 to 12 in all 3 years that had started in FY 18 with the R-1 class going from 8 to 9																
					31 R's											19	43 R's

In summary the growth of the University of Washington Internal Medicine, Chief Resident and Preliminary Year Intern program over the time period of July 1, 2018 through June 30, 2028 will be from 31 Internal Medicine, Preliminary and Chief Residents to 43 Internal Medicine Residents, Preliminary Interns and Chief Residents, which is a growth of 39%.

5. **UW – Psychiatry**

The UW Psychiatry residency plans to expand its current class size of 4 residents per year which is currently split between Seattle and Boise, to all four years being in Boise. Additionally the UW Psychiatry program will increase its class size from 4 residents per class to 6 residents per class, which will represent 24 psychiatrists training in Idaho through the program at a time. The growth of this program can be seen in Table 6.

Table 6:
UW Psychiatry Ten Year Strategic Graduate Medical Education (GME) Growth Plan

						Expansion/New Program											
Name of Institution	Type of Residency Fellowship	Location	Length of Training	Class Size Per Year	Total Residents Fellows FY18	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Total R/F FTE's	
																Class	Total
University of Washington	Psychiatry	Seattle/ Boise	4	4*	7 (8 when full)			4	4			2	2	2	2	6	24
Currently the first 2 years of this residency are in Seattle and years 3 and 4 are in Boise.																	
					7 R's											6	24 R's

In summary the growth of the University of Washington Psychiatry Residency over the time period of July 1, 2018 through June 30, 2028 will be from 7 Psychiatry Residents to 24 psychiatry residents training in Idaho, which is a growth of 243%.

6. **Bingham Internal Medicine Residency**

This program was the first American Osteopathic Association (AOA) accredited residency program in Idaho. The program just graduated its first class. The program has not been part of the SBOE funding formulas in the past. It will need to transition under the single Accreditation system to an Accreditation Council for Graduate Medical Education (ACGME) accredited residency by 2020. In doing so, it will need to grow its class size to 5 residents per class as a minimum.
Table 7 outlines this program coming into the GME community and being included under the State Board of Education.

Table 7:
Bingham Internal Medicine Ten Year Strategic Graduate Medical Education (GME) Growth Plan
Expansion/New Program

Name of Institution	Type of Residency Fellowship	Location	Length of Training	Class Size Per Year	Total Residents Fellows FY18	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Total R/F FTE's	
																Class	Total
Rocky Vista University College of Osteopathic Medicine	Internal Medicine	Blackfoot	3	4	11	1	1	1	1							5	15 R's
					11 R's											5	15 R's

In summary the growth of the Bingham Internal Medicine Residency over the time period of July 1, 2018 through June 30, 2028 will be from 11 Internal Medicine Residents to 15 Internal Medicine Residents. This program will represent a new program requesting state funding and will eventually add 15 new GME state funded positions. This represents a growth of 36%.

3. **Eastern Idaho Regional Medical Center**

The Eastern Idaho Regional Medical Center gained sponsoring institution status in May of 2017. With this ACGME sponsoring institution status it can now start creating residency programs that will need ACGME accreditation and seems to be well on the way of achieving this vision. They are contemplating four residency programs as this time. The internal medicine residency program has gained ACGME accreditation and is in the process of interviewing applicants to start July 1, 2018. Table 8 outlines these four programs and their projected growth and timing.

Table 8:
Eastern Idaho Regional Medical Center Ten Year Strategic Graduate Medical Education (GME) Growth Plan—Expansion/New Program

Name of Institution	Type of Residency Fellowship	Location of Residency	Length of Training	Class Size Per Year	Total Residents/ Fellows FY18	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY2 8	Total R/F FTE's	
																Class	Total
Eastern Idaho Regional Medical Center	Internal Medicine	Idaho Falls	3	10	0	10	10	10								10	30
EIRMC	Family Medicine	Idaho Falls	3	6	0		6	6	6							6	18
EIRMC	Emergency Medicine	Idaho Falls	3	8	0			8	8	8						8	24
EIRMC	General Surgery	Idaho Falls	5	3	0			3	3	3	3	3				3	15
																27	87 R's

These four programs are:

A. **Internal Medicine**
   The first of two programs to begin taking residents during FY 2019 will be an internal medicine residency program with 10 residents per class.

B. **Family Medicine**
   EIRMC plans to start a Family Medicine Residency Program with 6 residents per class in FY 2020.

C. **Emergency Medicine**
   EIRMC plans to start an Emergency Medicine Residency Program with 8 residents per class for FY2021.

D. **General Surgery**
   EIRMC plans to start a General Surgery Residency Program with 3 residents per class for FY2021.

In summary the growth of the Eastern Idaho Regional Medical Center over the time period of July 1, 2018 through June 30, 2028 will be from no current residents to 30 Internal Medicine residents, 18 Family Medicine residents, 24 Emergency Medicine residents and 15 General Surgery residents for a total of 87 new residents.

4. **University of Utah/ISU Psychiatry Program**

The University of Utah, in conjunction with ISU, is in the process of developing a Psychiatry Resident Track Program for Eastern Idaho. This would have the first year in Salt Lake City with rotation time in Pocatello in the first year. All three of the subsequent years will be in Idaho. Table 9 outlines the expansion and timing.

Table 9:
University of Utah/ISU Ten Year Strategic Graduate Medical Education (GME) Growth Plan

Expansion/New Program
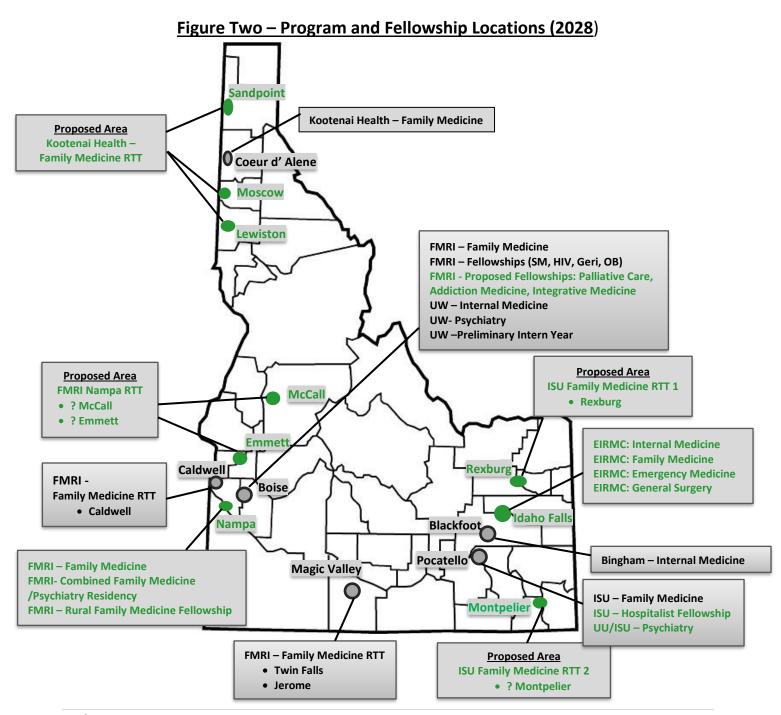
Name of Institution	Type of Residency Fellowship	Location	Length of Training	Class Size Per Year	Total Residents/ Fellows FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26	FY27	FY28	Total R/F FTE's Class	Total
University of Utah School of Medicine	Psychiatry	Salt Lake/ Pocatello	4*	3	0		3	3	3	3						3	12
		The first year of this four year residency will be in Salt Lake. The subsequent next 3 years will be spent in Eastern Idaho based out of ISU in Pocatello.															
		3 Residents															**12 R's**

In summary the growth of the University of Utah/ISU Psychiatry Program over the time period of July 1, 2018 through June 30, 2028 will be from 0 Psychiatry Residents to a total of 12 new psychiatry residents.

Summary of GME Residency FTE Growth

When taken in aggregate this ten year GME strategic plan makes major strides to address Idaho's critical need for additional healthcare providers. It represents a thoughtful and controlled expansion from 9 programs to 21 programs and growth from 141 current residents and fellows in training to 356 residents and fellows in training 10 years later. That represents a 252% increase. This will result in the number of graduating residents and fellows moving from 52 per year in Idaho to 124 per year which represents a 236% increase. Figure 2 shows the locations of these programs and fellowships.

Figure Two – Program and Fellowship Locations (2028)

This will help Idaho move from its current rate of 6.4 residents per year 100,000 Idaho citizens (49th in the United States) to approximately 17.7 residents and fellows per 100,000 Idaho citizens with the assumption that Idaho will grow to two million people by 2028. This is still below the United States average of 27.4 residents and fellows in training but is an excellent step in the right direction especially when considering that 27% of Idaho's active physicians are over age 60 and will be retiring over the next decade. If we do not do this now we will fall further behind in meeting a high quality and competent physician workforce for Idaho.

Table 10 summarizes the growth in GME positions over the time period of July 1, 2017 through June 30, 2028.

Table 10: Ten Year Strategic Graduate Medical Education (GME Growth Plan for Idaho)

Institution	Residents/Fellows in Training as of July 1, 2017	Residents / Fellows in Training in July 1, 2028	Number of Residents Graduating from All Program classes/year in 2017	Number of Residents Graduating from All program classes/year in 2028
FMRI (FM)	52	109	20	41
ISU (FM)	21	40	7	14
Kootenai/CdA (FM)	18	27	6	9
UW (IM /Psychiatry/Preliminary/Chiefs)	39	67	19	25
Bingham (IM)	11	15	0	5
EIRMC (IM, FM, ER, Surgery)	0	87	0	27
UU/ISU (Psychiatry)	0	12	0	3
	141	**356**	**52**	**124**
		252% Increase		**238% Increase**

Table 11: Current and New Program Growth

Program Types	2017	2028
Family Medicine	**Five Programs** • FMRI-Boise • FMRI – RTT Caldwell • FMRI – RTT – Magic Valley • ISU – Pocatello • Kootenai – Coeur d' Alene	**Twelve Programs** • FMRI Boise • FMRI RTT Caldwell • FMRI Magic Valley • FMRI Nampa • FMRI Nampa RTT • FMRI Nampa Combined Family Medicine and Psychiatry * • ISU Pocatello • ISU Pocatello – RTT #1 (Rexburg) • ISU Pocatello RTT #2 (Montpellier) • Kootenai Coeur d' Alene • Kootenai Coeur d'Alene – RTT (Sandpoint, Moscow or Lewiston) • EIRMC Idaho Falls
Internal Medicine	**Two Programs** • UW- Boise • RVU – Bingham - Blackfoot	**Three Programs** • UW- Boise • RVU – Bingham – Blackfoot • EIRMC – Idaho Falls
Psychiatry	**One Program** • UW – Boise -Psychiatry	**Three Programs** • UW – Boise– Psychiatry • ISU/UU – Pocatello • FMRI Nampa – Combined Family Medicine/Psychiatry *
Preliminary Year Internship	**One Program** • UW- Boise	**One Program** • UW – Boise
Emergency Medicine		**One Program** • EIRMC – Idaho Falls
General Surgery		**One Program** • EIRMC – Idaho Falls
Total	**Nine Programs**	**Twenty One Programs *** * (The Nampa combined family medicine/psychiatry residency will produce Board certified physicians in both Family Medicine and Psychiatry)

Timeline

GME expansion will require much coordination and planning. As a general rule of thumb, it will take two to five years to build a new program from scratch. It will take one to three years to expand existing programs. A conceptual framework and strategic plan for the next ten years as is summarized in the attached time table.

Table 12: Ten Year Timeline of <u>NEW</u> GME Program Resident/Fellow FTE Development and Expansion

Program	FY 18	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Total New FTE'S
Family Medicine Residency of Idaho												
• Boise				1	1	1	1	1	1	1	1	8
• Caldwell				1	1	1						3
• Magic Valley			2	2	2							6
• Nampa			6	6	6							18
• Nampa FM/Psychiatry						2	2	2	2	2		10
• Nampa RTT #1						2	2	2				6
• HIV/Viral Hepatitis		1										1
• Palliative Care			1									1
• Addiction Medicine				1								1
• Integrative Medicine						1						1
• Rural FM							1					1
Idaho State University												
• Pocatello						2	2	2				6
• RTT #1			2	2	2							6
• RTT #2									2	2	2	6
• Hospitalist		1										1
Kootenai												
• Coeur d'Alene									1	1	1	3
• RTT #1				2	2	2						6
University of Washington												
• Internal Medicine – Boise	1	4	4	3								12
• Chief Resident				1								1
University of Washington												
• Psychiatry				4	4			2	2	2	2	16
Bingham												
• Internal Medicine - Blackfoot		1	1	1	1							4
Eastern Idaho Regional Medical Center												
• Internal Medicine –Idaho Falls		10	10	10								30
• Family Medicine - Idaho Falls			6	6	6							18
• Emergency Medicine– Idaho Falls			8	8	8							24
• General Surgery - Idaho Falls			3	3	3	3	3					15
University of Utah / ISU												
• Pocatello			3	3	3	3						12
									216 New FTE Resident/Fellow Positions			

Sustainability

To provide an environment in which these programs can develop and thrive, several key items will need to occur. These consist of:

1. **Revenue Streams:** Funding from the Idaho Legislature, program revenues, Medicare GME, and hospitals will all be needed to make these programs sustainable. This is an important and delicate balance to have stable funding for these programs. Stabilization of the funding streams to the programs from the Idaho Legislature from $30,000 to $60,000 per resident is necessary to allow the programs the ability to grow and expand.

2. **Medicaid GME:** Currently Idaho has requested a State Plan Amendment to its Idaho Medicaid Program that will allow Medicaid GME funding. This represents an opportunity to look at how Idaho can leverage its current funding in a 70/30 match to amplify money that can be used for GME financing.

3. **Physician and Administrative Champions:** Each program must have a physician champion to lead the program and become its director. Similarly, there must be administrative leadership at the hospitals and programs dedicated to making this work.

4. **Dedicated Faculty and Community Physicians:** Each program must have internal faculty dedicated to the teaching mission and community physicians willing to work with residents and fellows to advance their learning.

5. **Faculty Preceptor Payments:** Currently, the medical student programs pay preceptors approximately $250 to $500/week for helping with clinical training. It may be necessary for GME programs to pay preceptors outside of the core faculty to stay competitive for limited training sites in Idaho's communities. This can become a potential major barrier to ongoing GME programs that do not have the financial margins to pay community preceptors in this model.

6. **Tax Credits:** Another mechanism that has been used by other states (e.g. Georgia) is to enact legislation to allow teaching physicians who precept residents or medical students tax credits on earned income around teaching stipends for this activity or a standard deduction if no payment is taken. This will be further explored with the IMA/IHA/IAFP/IOPA and the Idaho Legislature.

7. **Loan Repayments**: This represents another important mechanism by which Idaho and its institutions can help residents who graduate from Idaho based GME programs stay in Idaho to practice. Existing programs such as Rural Physician Incentive Program and State Loan Repayment Program (SLRP) can be grown and amounts increased to help recruit and retain critical physician workforce specialties such as family medicine, internal medicine, psychiatry, and general surgery in Idaho. Physicians often look to loan repayment options when choosing a location to practice. There must be investment in this program.

8. **Medicare GME Advocacy:** In the Balanced Budget Act of 1997, the Congress attempted to contain Medicare spending by no longer allowing hospitals to receive increased cost of Medicare GME funds if programs expanded. Hospitals with current GME programs were "capped" at the number of residents qualifying as full time employees in 1997. Medicare would only reimburse these hospitals for the number of FTE residents in 1997, even if the hospital hired more than that number. This made expanding current programs challenging as no new funding will come from Medicare above the 1997 limit, or "cap" for these hospitals. Rural hospitals are allowed to increase their cap by 130% of the 1997 number. Hospitals with no GME will be capped in three years or the length of the residency program started. This makes adding new residents to existing programs a financial strain on the base institution. There will continue to be ongoing advocacy on a national level to remove or modify these caps.

Criteria for GME Program Selection for Idaho State Funding

In 2015, a set of six criteria was developed by the Idaho Medical Association (IMA) Medical Education Affairs Committee and approved by the IMA Board of Trustees. These criteria were adopted to maintain focus on quality and to gain support of the IMA for recommendation to the state of Idaho for consideration of state funding support. These six criteria are as follows:

1. Eligibility for Liaison Committee on Medical Education (LCME) or Commission on Osteopathic College Accreditation (COCA) accreditation (applies to Medical Schools and not germane to this GME Plan).
2. Provides affordable access to medical education for qualified Idaho students.
3. Focus on the goal of continued expansion of Idaho medical school graduates.
4. Integrate with, and support expansion of, Accreditation Council for Graduate Medical Education (ACGME) accredited residency programs.
5. Education and training of specialties based on physician workforce numbers and needs in Idaho.
6. Focus on recruitment and retention of program graduates.

Synchronization with Undergraduate Medical Education (UME)

Growing the GME workforce in Idaho will not only train and retain more doctors in Idaho but will provide a resource to help train the UW, UU, PNWU, WSU and ICOM medical students in Idaho. Table 13 summarizes the medical schools in our region and the number of students per class.

Table 13:
Number of Medical Students in Medical Schools with Close Connections to Idaho

Name of School	Year of First Class	Medical School Class Size	Guaranteed Idaho Positions
University of Washington School of Medicine	1946	270/year	40
University of Utah School of Medicine	1935	125/year	10
Pacific Northwest University of Osteopathic Medicine	2008	135/year	0
Washington State University Elson Floyd College of Medicine	2017	60/year	0
Idaho College of Osteopathic Medicine	2018	150/year	Preferred status for admission
		740/year	

For the Medical students doing clinical training in Idaho, the paired training model of having the medical students work alongside the residents will help with the teaching of medical students in multiple hospitals and clinics throughout the State. This is a win-win-win as it allows the students to learn and the residents to learn even more by teaching. It also allows the teaching faculty preceptors to share the work of teaching. By growing GME we will expand the ability to teach a good proportion of the medical students in a high-quality manner. This paired resident-student relationship is synergistic to high quality medical education.

There is also a natural partnership between GME and UME in the UME institutions producing the medical students that will need to fill the expanded GME programs' residency positions. Medical students utilize these rotations to evaluate and audition for residency programs. The two can be synergistic as long as they stay in balance. If UME expansion utilizes all of the precepting resources, then GME cannot expand because of the lack of preceptors for the GME positions. This dynamic must be monitored closely.

Budget
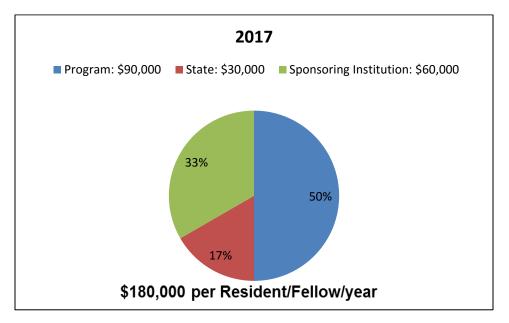
In order to bring consistency of methodology to the budgeting process, four strategies will be consistently employed across all programs.
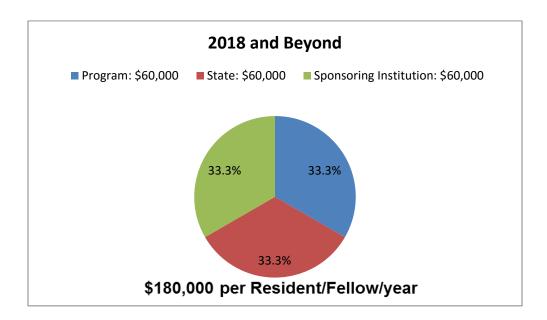
1. The first is that programs, institutions, hospitals and the state need to partner around the concept that the program needs to be responsible for about a third of the training costs of a resident. Another third needs to come from the institutions/hospitals and the final third from the state of Idaho. By doing this all of the key stakeholders will be engaged and have "skin in the game" and accountability for the program's success and stability.

2. The cost of training a resident varies across the nation and by specialty. The most recent data shows the typical range being from $150,000 to $227,000 per resident *(9)*. The data from Idaho's largest GME program (i.e. FMRI) reveals that it annual costs $194,000/year to train a resident. Therefore a reasonable estimate of the average cost to train a resident per year is $180,000. Using the approach that about a third of the cost of training a resident be borne by the state of Idaho, the amount the state would contribute is $60,000 per resident. This per resident amount (PRA) for the state's contribution will enable and encourage residents to train in Idaho and will provide physicians to care for Idaho's citizens and generate jobs and revenue in Idaho's communities as the eventual outcome. By creating a per resident share of $60,000, a consistent standard methodology can be applied to the specialty of physician and the numbers of physicians in training.

3. Similarly, each program must have a capable Program Director and Administrative Residency Coordinator. To help new programs, funding for the Program Director and Administrative Residency Coordinator has been included in the plan. A base salary for a Program Director is estimated to be $240,000/year and for an Administrative Residency Coordinator is estimated to be $75,000/year. Using the one-third amount for the state's contribution, this would be approximately $80,000 for the Program Director and $25,000 for the Residency Coordinator.

4. Sustainability and maintenance of current operations (MCO) funding must also be considered for existing programs that are already training residents and fellows in Idaho. All of the existing programs are facing challenges to sustain their programs as they balance the education mission they have in training the future workforce and the operational side of their mission in seeing enough patients (e.g. Medicaid, Medicare, uninsured, under-insured, veterans, refugees and others) to help keep their program doors open. These costs have increased substantially since the SBOE set the state matching amount at $30,000/resident years ago. Costs and expenses have significantly increased around faculty salaries and benefits, liability insurance, accreditation fees, staff expenses, facilities, EMRs, resident salaries and benefits, to name just a few. Therefore $60,000 per resident is an appropriate state share payment as an ongoing maintenance of current operations to ensure that our programs don't close or reduce class size because of financial pressures at a time when there is an urgent need for more physicians. Figure 3 details this important change in funding from the existing $30,000 per resident per year to the needed $60,000 per resident per year amount. This represents the state assuming one-third of the cost of resident training (i.e. $60,000 per resident, per year) from its current one-sixth amount of $30,000 per resident per year.

(9) New England Journal of Medicine August 2016

Figure Three – Resident Funding Per Year by Institution

2017

■ Program: $90,000   ■ State: $30,000   ■ Sponsoring Institution: $60,000

33% 50% 17%

$180,000 per Resident/Fellow/year

2018 and Beyond

■ Program: $60,000   ■ State: $60,000   ■ Sponsoring Institution: $60,000

33.3% 33.3% 33.3%

$180,000 per Resident/Fellow/year

Using this methodology for FY 2019, all existing programs in place at this time will need an ongoing re-leveling to help maintain program sustainability and viability. Therefore the requested increase from approximately $30,000 to $60,000 per resident represents a $30,000 increase in base funding per resident. This will be added as a separate line item in each of the programs who are already training residents in the state of Idaho. The reason this is important is that healthy existing programs will be the main producers of these future physicians. They are the programs with

experience and knowledge about GME. They are the programs on which growth and expansion will be built. We must build on stable GME Programs.

With this overall methodology in mind, a thoughtful and measured budgeting formula can be applied to all of the existing GME programs and their residents as well as all new programs and existing program expansion. Each program will thus be budgeted over the next 10 years for new funding from the Idaho Legislature through the State Board of Education for the state's one-third contribution to sustain, grow and create new programs. The budget to grow and expand GME in Idaho is detailed by programs and activities within the program in the tables that follow.

Table 14:
FMRI Growth and State Budget Request

Program	Current Class July 1, 2017	Class FY 28	Change Per Class	Total Residents/ Fellows FY 18	Total R/F FY28	Expansion Per Program	Cost to Idaho $60K/Resident/ Year	Time of Expansion
• Boise Core Program	11	14	3	33	42	8	$480,000	FY21, FY24, FY28
• Caldwell RTT	3	4	1	9	12	3	$180,000	FY22 – FY24
• Magic Valley RTT	2	4	2	6	12	6	$360,000	FY20 - FY21
• Nampa Family Medicine	0	6	6	0	18	18	$1,080,000	
Program Director							$80,000	FY20 – FY22
Residency Coordinator							$25,000	
• Nampa FM/Psychiatry	0	2	2	0	10	10	$600,000	
Program Director							$80,000	FY23 - FY27
Residency Coordinator							$25,000	
• New RTT	0	2	2	0	6	6	$360,000	
Program Director							$80,000	FY24 – Y26
Residency Coordinator							$25,000	
• HIV/Viral Hepatitis Fellowship	1	2	1	1	2	1	$60,000	FY19
• Palliative Care Fellowship	0	1	1	0	1	1	$60,000	FY20
• Addiction Medicine Fellowship	0	1	1	0	1	1	$60,000	FY21
• Integrative Medicine Fellowship	0	1	1	0	1	1	$60,000	FY23
• Rural Family Medicine Fellowship	0	1	1	0	1	1	$60,000	FY25
• Fellowships in Sports Medicine, Geriatrics, OB, HIV/Viral Hepatitis (Funded by ISBOE in FY18 – See below).	4	5	0	4	5	0	$250,000	FY18
• Maintenance of Current Operations (MCO)	48 Residents @ $30k/Resident/Year * (33 Residents – Boise, 9 Residents – Caldwell, 6 residents – Magic Valley) *This amount goes from the existing state amount $30k to $60k so net $30K*						$1,440,000	FY19
Deductions						**Grand Total**	**$5,365,000**	
• Nampa Family Medicine Start Up							**- $1,000,000**	
• 4 Fellowships (Sports Med, Geriatrics, OB, HIV noted above)							**- $250,000**	
• New RTT							**-$250,000**	
						Grand Total	**$3,865,000**	

Table 15:

ISU FMR Growth and State Budget Request

Program	Current Class July 1, 2017	Class FY 28	Change Per Class	Total Residents Fellows FY 18	Total R/F FY27	Expansion Per Program	Cost to Idaho $60K/Resident/Year	Time of Expansion
• Pocatello Core Program	7	9	2	21	27	6	$360,000	FY23 - 25
New RTT #1	0	2	2	0	6	6	$360,000	FY20 - 22
• Program Director							$80,000	
• Residency Coordinator							$25,000	
New RTT #2	0	2	2	0	6	6	$360,000	FY26 -28
• Program Director							$80,000	
• Residency Coordinator							$25,000	
• Hospitalist Fellowship	0	1	1	0	1	1	$60,000	FY19
• Maintenance of Current Operations (MCO)	21 residents @ $25k/Resident/Year * * This amount uses the existing methodology of the state increase from $30k to $60k. Because ISU funding was already at $35K/Resident the amount of increase will be 21 residents @ $25k/Resident/Year						$525,000	FY19
					Grand Total ISU		$1,875,000	
Deductions (Funded in FY18)								
• RTT 1							**-$250,000**	
• RTT Faculty Site Coordinator							**-$125,000**	
					Grand Total		$1,500,000	

Table 16:

KHFMR Growth and State Budget Request

Program	Current Class July 1, 2017	Class FY 28	Change Per Class	Total Residents/ Fellows FY 18	Total R/F FY27	Expansion Per Program	Cost to Idaho $60K/Resident/Year	Time of Expansion
• Coeur d'Alene Core Program	6	7	1	18	21	3	$180,000	FY26
• New RTT	0	2	2	0	6	6	$360,000	FY22
Program Director							$80,000	
Residency Coordinator							$25,000	
• Maintenance of Current Operations (MCO)	18 residents @ 30k/Resident/Year* * This amount goes from the existing state amount $30k to $60k so net $30K						$540,000	FY19
					Grand Total		$1,185,000	

Table 17:

UW Internal Medicine/Preliminary Year/Chief Residents Budget Request

Program	Current Class July 1, 2017	Class FY 28	Change Per Class	Total Residents/ Fellows FY 18	Total R/F FY27	Expansion Per Program	Cost to Idaho $60K/Resident/Year	Time of Expansion
• Core IM Expansion	9 9 in R-1 Class (8 in R -2 & R-3 Class)	12	3	25	36	11	$660,000	FY19-21
• Chief Resident	2	3	1	2	3	1	$60,000	FY21
• Maintenance of Current Operations (MCO)	31 Residents @ $15k/Resident/Year * (25 IM, 4TY, 2 Chiefs) @$15K each *UW Boise IM is *only asking for half of the $30K maintenance funding since half of its program is funded by the VA*						$465,000	FY19
UW/VA Internal Medicine/Preliminary/Chief Residents							$1,185,000	
Deductions (Funded in FY18)							**$300,000**	
						Grand Total	$885,000	

Table 18:

UW Psychiatry Budget Request

Program	Current Class July 1, 2017	Class FY 28	Change Per Clas	Total Residents/ Fellows FY 18	Total R/F FY27	Expansion Per Program	Cost to Idaho $60K/Resident /Year	Time of Expansion
• Core Psychiatry Expansion – All 4 years in Idaho		4/yr. x 1st & 2nd Year Class				8	$480,000	FY21
• Core Program Expansion- Class from 4 to 6 per year	4	6	2	16	24	8	$480,000	FY25
• Maintenance of Current Operations (MCO)	8 residents @ $30k/Resident/Year* *This amount goes from the existing state amount $30k to $60k so net $30K*						$240,000	FY19
						Grand Total	$1,200,000	

Table 19:

Bingham Internal Medicine Budget Request

Program	Current Class July 1, 2017	Class FY 28	Change Per Class	Total Residents/ Fellows FY 18	Total R/F FY 27	Expansion Per Program	Cost to Idaho $60K/Resident/ Year	Time of Expansion
• All 12 Residents brought into Idaho System		1	12	15	15		$900,000	FY19
• Program Director							$80,000	FY19
• Residency Coordinator							$25,000	FY19
• No MOC Funding as all residents are being brought under SBOE for funding								
						Grand Total	$1,005,000	

Table 20:

Eastern Idaho Regional Medical Center Budget Request

Program	Current Class July 1, 2017	Class FY 28	Change Per Class	Total Residents/ Fellows FY 18	Total R/F FY27	Expansion Per Program	Cost to Idaho $60K/Resident/Year	Time of Expansion
Internal Medicine	0	10	10	0	30	30	$1,800,000	FY19
IM Program Director							$80,000	
IM Residency Coordinator							$25,000	
Family Medicine	0	6	6	0	18	18	$1,080,000	FY19
FM Program Director							$80,0000	
FM Residency Coordinator							$25,000	
Emergency Medicine	0	8	8	0	24	24	$1,440,000	FY20
EM Program Director							$80,000	
EM Residency Coordinator							$25,000	
General Surgery	0	3	3	0	15	15	$900,000	FY20
GS Program Director							$80,000	
GS Residency Coordinator							$25,000	
Maintenance of Current Operations (MCO) • No MOC Funding as these are all new positions								
						Grand Total	**$5,640,000**	

Table 21:

University of Utah / ISU Psychiatry Budget Request

Program	Current Class July 1, 2017	Class FY 28	Change Per Class	Total Residents/ Fellows FY 18	Total R/F FY27	Expansion Per Program	Cost to Idaho $60K/Resident/Year	Time of Expansion
UU/ISU Psychiatry	0	3	3	0	12	12	$720,000	FY20
• Psychiatry Residency Coordinator							$25,000	
• Psychiatry Program Director							$80,000	
• Psychology Asst. Professor							$30,000	
• UU/ ISU Psychiatry Rotations (First Year Residents)							$25,000	
					Grand Total UU/ISU Psychiatry		**$880,000**	
Deductions (FY18 Psychiatry Funding)							**-$250,000**	
						Grand Total	**$630,000**	

Total Graduate Medical Education Expansion Over Ten Years

The cumulative total cost of this ten year GME buildout can be seen by each program as noted below.

Family Medicine Residency of Idaho	$3,865,000
ISU Family Medicine Residency	$1,500,000
Kootenai Health Family Medicine Coeur d' Alene Residency	$1,185,000
UW Internal Medicine / Preliminary Year/Chief Residents	$885,000
UW Psychiatry Residency	$1,200,000
Bingham Internal Medicine Residency	$1,005,000
Eastern Idaho Regional Medical Center	$5,640,000
University of Utah/ISU Psychiatry Residency	$630,000

**Total GME Maintenance and Expansion Over 10 Years:
$15,910,000/ Year***
* This will be a cumulative cost reached at the end of the 10 year buildout.

Graduate Medical Education Council

This plan envisions the creation of a Graduate Medical Education Council that will oversee the implementation of this ten year plan. The Council will be set up to begin on July 1, 2018 (FY 2019) so that continuity of effort and momentum of this plan will not be lost. The council will be comprised of key stakeholders in Idaho to include residency program directors, medical school leaders, hospital senior leaders, the State Board of Education as well as representatives from the IMA, IHA, IAFP, IDHW, IOPA, Idaho's Universities, Governor's office and the Legislature.

One of the first tasks of the Council will be to develop a charter to codify its vision, mission, role, purpose, membership and authority. The Council will additionally consider its scope of effort to potentially help oversee and advise on the entire medical education pipeline to include Undergraduate Medical Education (medical schools) as well as Graduate Medical Education (residencies). There may additionally be a role to play, if deemed appropriate to help in orchestrating and coordinating other health and healthcare workforce issues that involve other healthcare professions (e.g. psychologists, pharmacists, nurse practitioners and physicians assistants) as part of a strategic plan for Idaho that will maximally serve Idaho's citizens.

The GME Council would be staffed through the Idaho State Board of Education with an appropriate budget as follows:

0.4 FTE GME Physician Coordinator and Support

Total GME Council Budget $114,000/Year

Additional items to grow Idaho's Health Workforce

1. **WICHE Mental Health Psychology Internships**

Every one of Idaho's 44 counties is considered a Mental Health Professionals Shortage Area (HPSA). The Western Interstate Commission for Higher Education (WICHE) has helped other western states build American Psychological Association (APA) accredited psychology internship programs. The funding of $125,000 will help establish this accreditation to multiple institutions to distribute across Idaho to help develop these programs.

WICHE Mental Health Program Psychology Internships $125,000

2. **Pharmacy Residencies**

Pharmacy faculty and residents are integral to the training of resident physicians in all disciplines. Interdisciplinary training with pharmacy faculty and residents enhances research opportunities, clinical pharmacology teaching, psychopharmacology, evidence-based care, health care quality improvement and team based care in the patient centered medical home model.

Family Medicine Residency of Idaho: FMRI will be starting up a Pharmacy Residency Program to help create more Residency Trained Pharmacists for Idaho.

Pharmacy Program Director	$30,000
Pharmacy Admin Coordinator	$10,000
One Pharmacy Resident	$30,000
Total FY 2019 FMRI Pharmacy Request	**$70,000**

Idaho State University Family Medicine Residency: There is an existing Pharmacy Residency Program in the Department of Family Medicine at Idaho State University. This program has recently expanded from two to three pharmacy residents per year in Pocatello. Funding for this program has been from ISU FMR clinical revenues and non-state appropriated College of Pharmacy Funds.   The College of Pharmacy is unable to sustain their current level of support.

With the proposed expansion of the ISU FMR and advent of the Eastern Idaho Psychiatry Residency, the educational, clinical and research demands on pharmacy faculty and residents will significantly increase.

Pharmacy Program Director	$30,000
Pharmacy Admin Coordinator	$10,000
Three Pharmacy Residents	$90,000
Total FY 2019 FMRI Pharmacy Request	**$130,000**

3. **Capital Requests**

No line item capital requests are included in this 10 year strategic plan. However, in order for Idaho State University to accomplish their 10-year GME strategic plan objectives, ISU administration is submitting a capital budget proposal through the Division of Public Works (DPW) and the Governor-appointed Permanent Building Fund Advisory Council (PBFAC) for a new 'ISU Health and Wellness Center'.

This facility will:
- Address current overcrowding and inadequate clinical space for the Department of Family Medicine.

- Provide clinical, administrative, teaching and research space for the planned expansion of the ISU Family Medicine Residency.

- Provide adjacent clinical, administrative and teaching space for the proposed Eastern Idaho Psychiatry Residency.

- Create an interdisciplinary clinical training facility that will promote mutual referral, collaborative health care, research and shared teaching experiences throughout the Division of Health Sciences.

4. **Idaho College of Osteopathic Medicine**

The proposed Idaho College of Osteopathic Medicine (ICOM) is in the accrediting process and anticipates accepting 150 students in August of 2018. ICOM is committed to growing GME programs in Idaho and having preferred status for Idaho students for admission. ICOM will give a one-time payment up to $250,000/program in seed money (for up to 5 programs) for its Idaho hospital partners expanding GME for up to a grand total of $5 Million over its first 10 years of operation.

Ten Year Budget Request – Summary

1. **Expansion of GME**

A.	FMRI	$2,425,000
B.	ISU	$975,000
C.	KHFMR	$645,000
D.	UW (IM, PYI, CR's)	$420,000
E.	UW/Psychiatry	$960,000
F.	Bingham	$1,005,000
G.	EIRMC	$5,640,000
H.	UU/ISU	$630,000

   Total $12,700,000 / year

2. **Maintenance and Stabilization of Current Operations (MCO) Funding**

A.	FMRI (Boise, Caldwell, MV)	$1,440,000
B.	ISU	$525,000
C.	KHFMR	$540,000
D.	UW (IM, PYI, CR's)	$465,000
E.	UW Psychiatry	$240,000
F.	Bingham	$0.00
G.	EIRMC	$0.00
H.	UU/ISU	$0.00

   Total $3,210,000 / year

3. **Graduate Medical Education Council**

   A. 0.4 FTE GME Physician Coordinator and support

   Total $114,000 / year

4.   **Additional Items to Grow Idaho's Health Workforce**

      A. WICHE Mental Health Psychology $125,000

      B. Pharmacy Residencies $200,000

                         Total $325,000 / year

Total 10 Year GME Request

Expansion of GME $12,700,000

Maintenance and Sustainability of Current Operations $3,210,000

Graduate Medical Education Council $114,000

Additional Healthcare Programs $325,000

                  Total $16,349,000 / year

Total Cost of GME, GME Council and Additional Healthcare Programs: $16,349,000* / year

This will be a cumulative cost reached at the end of the 10 year buildout.

Table 22 shows the budget request by each program over this ten year period. This table also demonstrates each programs total amount and the cost summed at the bottom for each fiscal year.

Program	FY 18	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Total Budget
Family Medicine Residency of Idaho												
Family Medicine Boise		$990,000		$60,000	$60,000	$60,000	$60,000	$60,000	$60,000	$60,000	$60,000	$1,470,000
Family Medicine Caldwell		$270,000			$60,000	$60,000	$60,000					$450,000
Family Medicine MV		$180,000	$120,000	$120,000	$120,000							$540,000
Family Medicine Nampa	$1,000,000		$465,000	$360,000	$360,000							$1,185,000
Funding began FY 18 for above program			$465,000	$360,000	$175,000							$1,000,000
Family Medicine / Psychiatry Nampa						$225,000	$120,000	$120,000	$120,000	$120,000		$705,000
Family Medicine Nampa RTT	$250,000					$225,000	$120,000	$120,000				$465,000
Funding began FY18 for above program						$225,000	$25,000					$250,000
FMRI Fellowships (SM, OB, GER, HIV)	$250,00											$250,000
Funding began FY18 for above programs	$250,000											$250,000
HIV/Viral Hepatitis - Boise		$60,000										$60,000
Palliative Care - Boise			$60,000									$60,000
Addiction Medicine - Boise				$60,000								$60,000
Integrative Medicine Boise						$60,000						$60,000
Rural Family Medicine - Nampa							$60,000					$60,000
Annual Budget Increase	$1,500,000	$1,500,000	$180,000	$240,000	$425,000	$405,000	$395,000	$300,000	$180,000	$180,000	$60,000	$3,865,000
Cumulative FY 18 Budget Increase		$1,500,000	$1,680,000	$1,920,000	$2,345,000	$2,750,000	$3,145,000	$3,445,000	$3,625,000	$3,805,000	$3,865,000	$28,080,000
Total Budget	$3,030,000	$4,530,000	$4,710,000	$4,950,000	$5,375,000	$5,780,000	$6,175,000	$6,475,000	$6,655,000	$6,835,000	$6,895,000	
Total Residents/Fellows	52	53	62	72	82	89	96	101	104	107	108	
Cumulative (FY18) Additional FTEs Trained		1	10	20	30	37	44	49	52	55	56	354

Table 22 (Continued)

Program	FY 18	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Total Budget
Idaho State University												
Family Medicine Pocatello		$525,000				$120,000	$120,000	$120,000				$885,000
Family Medicine RTT #1	$375,000		$225,000	$120,000	$120,000							$465,000
Funding began FY18 for above program (RTT/RTT Faculty Site Coordinator)			$225,000	$120,000	$30,000							$375,000
Family Medicine RTT #2									$225,000	$120,000	$120,000	$465,000
Hospitalist		$60,000										$60,000
Annual Budget Increase - ISU	$375,000	$585,000			$90,000	$120,000	$120,000	$120,000	$225,000	$120,000	$120,000	**$1,500,000**
Cumulative Budget Increase (FY 18) - ISU		$585,000	$585,000	$585,000	$675,000	$795,000	$915,000	$1,035,000	$1,260,000	$1,380,000	$1,500,000	**$9,315,000**
Total Budget - ISU	$1,459,900	$2,044,900	$2,044,900	$2,044,900	$2,134,900	$2,254,900	$2,374,900	$2,494,900	$2,719,900	$2,839,900	$2,959,900	
Total Residents/Fellows	21	22	24	26	28	30	32	34	36	38	40	
Cumulative FY 18 Additional FTEs Trained		1	3	5	7	9	11	13	15	17	19	100
Program	FY 18	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Total Budget
Kootenai Health Family Medicine Coeur d' Alene												
Coeur d'Alene		$540,000							$60,000	$60,000	$60,000	$720,000
RTT #1					$225,000	$120,000	$120,000					$465,000
Annual Budget Increase -		$540,000			$225,000	$120,000	$120,000		$60,000			**$1,185,000**
Cumulative (FY18) Budget Increase		$540,000	$540,000	$540,000	$765,000	$885,000	$1,005,000	$1,005,000	$1,065,000	$1,125,000	$1,185,000	**$8,655,000**
Total Budget	$560,000	$1,100,000	$1,100,000	$1,100,000	$1,325,000	$1,445,000	$1,565,000	$1,565,000	$1,625,000	$1,685,000	$1,745,000	
Total Residents/Fellows	18	18	18	18	20	22	24	24	25	26	27	
Cumulative Additional FTEs Trained (FY18)					2	4	6	6	7	8	9	42

Table 22 (Continued)

Program	FY 18	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Total Budget
University of Washington/Internal Medicine												
Internal Medicine – Boise	$300,000	$705,000	$240,000	$180,000								$1,125,000
Funding began FY18 for above program		$300,000										$300,000
* Preliminary Year Internship – No expansion												
* Chief Residents – 4th Year				$60,000								$60,000
Annual Budget Increase - UW - Internal Med	$300,000	$405,000	$240,000	$240,000								**$885,000**
Cumulative FY 18 Budget Increase		$405,000	$645,000	$885,000	$885,000	$885,000	$885,000	$885,000	$885,000	$885,000	$885,000	**$8,130,000**
Total Budget -	$540,000	$945,000	$1,185,000	$1,425,000	$1,425,000	$1,425,000	$1,425,000	$1,425,000	$1,425,000	$1,425,000	$1,425,000	
Total Residents/Fellows	31	35	39	43	43	43	43	43	43	43	43	
Cumulative FY18 Additional FTEs Trained		4	8	12	12	12	12	12	12	12	12	108
Program	**FY 18**	**FY 19**	**FY 20**	**FY 21**	**FY 22**	**FY 23**	**FY 24**	**FY 25**	**FY 26**	**FY 27**	**FY 28**	**Total Budget**
University of Washington - Psychiatry												
Psychiatry Boise		$240,000		$240,000	$240,000			$120,000	$120,000	$120,000	$120,000	$1,200,000
Annual Budget Increase		$240,000		$240,000	$240,000			$120,000	$ 120,000	$120,000	$120,000	**$1,200,000**
Cumulative Budget Increase From FY18		$240,000	$240,000	$480,000	$720,000	$720,000	$720,000	$840,000	$960,000	$1,080,000	$1,200,000	**$7,200,000**
Total Budget - UW - Psychiatry	$157,800	$397,800	$397,800	$637,800	$877,800	$877,800	$877,800	$997,800	$1,117,800	$1,237,800	$1,357,800	
Total Residents/Fellows	8	8	8	12	16	16	16	18	20	22	24	
Cumulative (FY18) Additional FTEs Trained				4	8	8	8	10	12	14	16	80

Table 22 (Continued)

Program	FY 18	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Total Budget
RVU – Bingham Internal Medicine												
Internal Medicine - Blackfoot	$825,000	$60,000	$60,000	$60,000								$1,005,000
Annual Budget Increase - RVU - Bingham		$825,000	$60,000	$60,000	$60,000							**$1,005,000**
Cumulative Budget Increase (FY18) - RVU - Bingham		$825,000	$885,000	$945,000	$1,005,000	$1,005,000	$1,005,000	$1,005,000	$1,005,000	$1,005,000	$1,005,000	**$9,690,000**
Total Budget - RVU Bingham		$825,000	$885,000	$945,000	$1,005,000	$1,005,000	$1,005,000	$1,005,000	$1,005,000	$1,005,000	$1,005,000	
Total Residents/Fellows	11	12	13	14	15	15	15	15	15	15	15	
Cumulative FY18 Additional FTEs Trained		1	2	3	4	4	4	4	4	4	4	34
Program	FY 18	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Total Budget
Eastern Idaho Regional Medical Center												
Internal Medicine – Idaho Falls		$705,000	$600,000	$600,000								$1,905,000
Family Medicine - Idaho Falls			$465,000	$360,000	$360,000							$1,185,000
Emergency Medicine– Idaho Falls				$585,000	$480,000	$480,000						$1,545,000
General Surgery - Idaho Falls				$285,000	$180,000	$180,000	$180,000	$180,000				$1,005,000
Annual Budget Increase		$705,000	$1,065,000	$1,830,000	$1,020,000	$660,000	$180,000	$180,000				**$5,640,000**
Cumulative (FY18) Budget Increase		$705,000	$1,770,000	$3,600,000	$4,620,000	$5,280,000	$5,640,000	$5,640,000	$5,640,000	$5,640,000	$5,640,000	**$43,995,000**
Total Budget		$705,000	$1,770,000	$3,600,000	$4,620,000	$5,280,000	$5,640,000	$5,640,000	$5,640,000	$5,640,000	$5,640,000	
Total Residents/Fellows		10	26	53	70	81	84	87	87	87	87	
Cumulative FY18 Additional FTEs Trained		10	26	53	70	81	84	87	87	87	87	672

Table 22 (Continued)

Program	FY 18	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Total Budget
University of Utah/ ISU Psychiatry												
Psychiatry Pocatello	$250,000		$340,000	$180,000	$180,000	$180,000						$880,000
Funding began FY18 for above program			$250,000									$250,000
Annual Budget Increase -	$250,000		$90,000	$180,000	$180,000	$180,000						**$630,000**
Cumulative Budget Increase (From FY18)			$90,000	$270,000	$450,000	$630,000	$630,000	$630,000	$630,000	$630,000	$630,000	**$4,590,000**
Total Budget	$250,000	$250,000	$340,000	$520,000	$700,000	$880,000	$880,000	$880,000	$880,000	$880,000	$880,000	
Total Residents/Fellows			3	6	9	12	12	12	12	12	12	
Cumulative FY18 Additional FTEs Trained			3	6	9	12	12	12	12	12	12	90
	FY 19	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Total Budget
Miscellaneous												
GME Council Coordinator / Support	$114,000											$114,000
WICHE Mental Health Psychology Interns	$125,000											$125,000
Pharmacy Residencies	$200,000											$200,000
Annual Budget Increase – Misc.	$439,000											$439,000
Cumulative Budget Increase (From FY18) –Misc.	$439,000	$439,000	$439,000	$439,000	$439,000	$439,000	$439,000	$439,000	$439,000	$439,000		$4,390,000
Total Budget – Misc.	$439,000	$439,000	$439,000	$439,000	$439,000	$439,000	$439,000	$439,000	$439,000	$439,000		
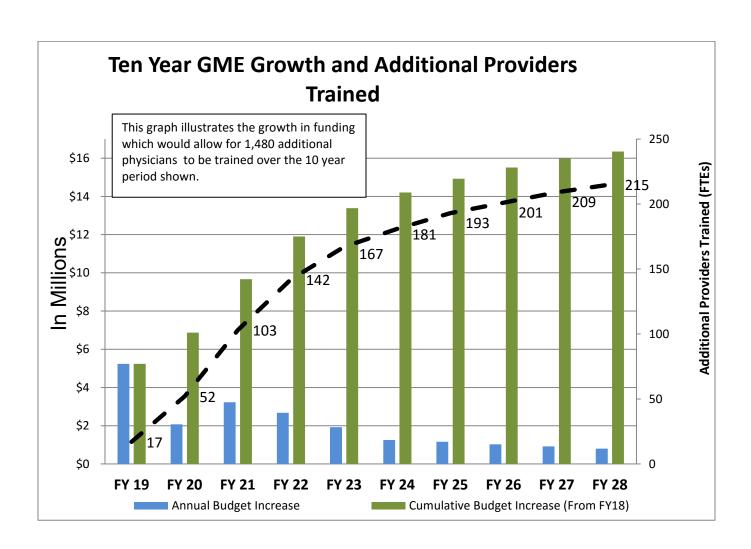
Table 22: Summary

Total Cumulative Budget, Total Resident/Fellows and Cumulative Additional Physicians Trained

Program	FY 18	FY 19	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 26	FY 27	FY 28	Total FY19-FY28
Annual Budget Increase - Total	$2,425,000	$5,239,000	$1,635,000	$2,790,000	$2,240,000	$,1,485,000	$815,000	$720,000	$585,000	$480,000	$360,000	$16,349,000
Cumulative Budget Increase FY18) - Total		$5,239,000	$6,874,000	$9,664,000	$11,904,000	$13,389,000	$14,204,000	$14,924,000	$15,509,000	$15,989,000	$16,349,000	$124,045,000
Total Budget	$5,997,700	$11,236,700	$12,871,700	$15,661,700	$17,901,700	$19,386,700	$20,201,700	$20,921,700	$21,506,700	$21,986,700	$22,346,700	
Total Residents/Fellows	141	158	193	244	283	308	322	334	342	350	356	
Cumulative FY18 Additional FTEs Trained	-	17	52	103	142	167	181	193	201	209	215	1,480

Figure 4 demonstrates the additional physicians trained over this ten year period and compares it to the cumulative budget increase. This ten year plan will produce 1,480 additional physicians (2000 in total) over this ten year period at a ten year cumulative cost of $124,045,000 and $16,349,000/year when fully mature. The blue bars show the proposed annual appropriation increases for the plan over the next year, with a $5.239 million request in FY2019, and smaller increases over the life of the plan

Figure 4:

10 Year GME Growth and Additional Providers Trained

Ten Year GME Growth and Additional Providers Trained

This graph illustrates the growth in funding which would allow for 1,480 additional physicians to be trained over the 10 year period shown.

Legend: Annual Budget Increase | Cumulative Budget Increase (From FY18)

Barriers

The barriers that exist in Idaho to expand and grow the GME workforce at this time are considerable but can be overcome. They consist of:

1. **Finances** – Without the financial resources to partially offset the costs of GME training this expansion and development will not happen.

2. **Leadership** – All of these programs must have effective, capable, and passionate leadership (both physicians and administrators) or the proposed new programs will not get started and will not succeed. This point cannot be emphasized enough.

3. **Attitudinal** – Not seeing the reason and vision of needing this now will delay the proposed timeline.

4. **Recruitment** – These programs must be viable to recruit high-quality candidates to their programs.

5. **Competition** – If existing and new GME and UME programs compete for limited resources (both financial and clinical resources) instead of working together in an integrated, coordinated and collaborative manner, then Idaho will not obtain the synergy that can develop to help make all of the programs successful.

6. **Partnerships** – Getting the right chemistry and cultures at these programs is absolutely essential to growing, nurturing, and sustaining these programs.

GME Program Outcome Metrics for Success

Since the state of Idaho is making a significant investment to grow GME programs in order to enhance the Idaho physician workforce, there must be corresponding outcome metrics to determine the return on investment and success of this effort. The following metrics of success will be applied to all programs that receive state funding and will be collected on an annual basis by the Graduate Medical Education Council of the State Board of Education:

1. All programs will have 100% fill rates of their programs first year class on July 1 of each academic year once they have started.

2. All residency and fellowship programs will maintain ongoing accreditation with ACGME (as applicable).

3. All sponsoring institutions will maintain ongoing accreditation by the ACGME for Sponsoring Institution requirements.

4. All residency/fellowship programs will have 50% of their graduates remain in Idaho as measured by a rolling 5 year average.

5. All residency/fellowship programs will have at least 30% of their graduates that remain in Idaho serve in rural or underserved areas as defined as communities of less than 35,000 people or counties defined as Health Professional Shortage Areas (HPSAs).

6. All programs will maintain a 90% Board Certification pass rate for their graduates as measured on a rolling 5 year average.

Summary and Impact

This comprehensive ten year plan to expand and develop GME in Idaho will create a strategic blueprint in which to develop, grow, implement and sustain the physician workforce needed to meet the needs of Idaho's citizens for decades to come. This plan will increase the number of GME programs in Idaho from nine to twenty-one, and the number of residents and fellows training in Idaho from 141/year to 356/year, which is a 252% increase. The class size graduating in Idaho each year from Idaho's twenty-one programs will increase from 52 to 124 new physicians, which will represent a 237% increase. This ten year plan will graduate 2,000 resident trained physicians of which 1,480 will be new physicians produced by this expansion plan. The **budget request for FY2019 will be for $5.239 million in new funding,** with smaller increases in the subsequent nine years of the plan, eventually building up to a $16,349,000 increase in annual state funding by FY2028, compared to FY2018. Over the course of the ten year plan, the state will have invested $124,045,000 to sustain and expand GME residency programs. The remaining amount of over $32 million/per year (over $360 million over ten years) will be generated by the programs themselves, through clinical services payments, institutional and hospital support and potential Medicare and Medicaid GME payments. The return on investment (ROI) of keeping just half of these newly trained resident physicians in Idaho will return $1.3 billion dollars to the state in economic impact, create 10,000 new jobs and provide a ROI of 10.9 to 1 in respects to Idaho annual revenues gained versus expenses for training.

Table 23 summarizes the growth in programs and fellowships as well as the number of residents and fellows in training for 2017 to 2028 with this plan.

Table 23:

**Ten Year Growth in Graduate Medical Education (GME)
Programs, Residents and Fellows, and Cost to Idaho's Legislature**

	2017	**2028**	**% Increase**
GME Residency Programs	9	21*	233%
GME Fellowship Programs	4	9	225%
Residents and Fellows Training in Idaho/year	141	356	252%
Number of Graduates Each Year from Idaho's GME Programs	52	124	237%
GME Residents per 100,000 citizens in Idaho	6.7 (National Average is 28.1)	17.7 (Assuming Idaho's Population grows to 2 Million People by 2028)	276%
State's Investment in GME and Additional Healthcare Programs	$5,138,700 / year	$16,349,000 / year	318%

* The Nampa combined Family Medicine/Psychiatry program is being counted as both a family medicine and psychiatry program as it is producing physicians that will be Board Certified in Family Medicine and Psychiatry.

The state's investment in additional healthcare providers is matched 2-to-1 by the programs and sponsors. Each physician will generate $1.3M per year in economic impact—total impact to Idaho will be $1.3 Billion and 10,000 new jobs—and quality healthcare for citizens throughout Idaho.

January 30, 2018

The Honorable C.L. "Butch" Otter   Honorable Members of the
Governor, State of Idaho   Legislature of the State of Idaho
State Capitol   State Capitol
700 West Jefferson Street   700 West Jefferson Street
Boise, ID 83702   Boise, ID 83702

Re: Graduate Medical Education in Idaho – Ten Year Strategic Plan

The undersigned Idaho stakeholders share a common interest in ensuring the effectiveness of Idaho's medical education and residency training programs, now and into the future, and are in support of a ten-year plan for graduate medical education in Idaho. Idaho faces a significant challenge with producing and ensuring a well-trained physician workforce for the future.

Idaho's Current Status
- Idaho ranks 49th in the United States for physicians per capita
- Idaho ranks 49th in the US for medical residents per capita
  - Idaho: 6.7 medical residents per 100,000 people
  - US: 28.1 medical residents per 100,000 people
- 27% of Idaho's physicians are over age 60 and will reach retirement age in the next 10 years

Thanks to the leadership and support of the Governor and Legislature, Idaho's current medical school pipeline is robust, with 40 students/year at WWAMI, 10 students/year at the University of Utah School of Medicine, and an anticipated 150 students/year at the Idaho College of Osteopathic Medicine. The success of these programs to meet the goal of increasing our physician workforce depends on the availability of Idaho residency training programs, which is the next required phase of physician education after completion of medical school.

Looking to the Future: Ten Year Strategic Plan
Following graduation from medical school, physicians must obtain additional training through residency programs, which are also referred to as graduate medical education (GME). A Governor-appointed workgroup led by the Idaho State Board of Education (SBOE), identified expansion of GME residency programs as the next critical step in the pipeline to grow the physician workforce in our state. The location of residency programs is highly correlated with where physicians will ultimately practice medicine, with 50-75% of them staying within 100 miles of their residency training sites. Under the guidance of SBOE, a group of stakeholders from every single medical education and residency program in Idaho came together to develop a Ten Year Strategic Plan for GME Expansion. Implementation of the plan would:

- Increase the number of GME programs from 9 to 21 in all geographic regions of Idaho
- Increase the number of Residents/Fellows training in Idaho from 141 to 356
- Raise Idaho's per capita number of medical residents from 6.7 per 100,000 people to 17.7
- Graduate 2,000 Idaho-trained residents over the ten years of the plan
- Require the initial investment of $5.239 million in new funding in FY2019, with smaller annual increases over the next nine years of the plan
- Create 17 new residency positions in the first year
- Average annual funding increase requests over the ten years of the plan would be $1.63 million per year
- The state's investment in GME will be matched with significant investment by the sponsoring facilities and programs—state will only be covering 1/3 the full cost of implementation of the expanded pipeline

Benefits of Expanding GME in Idaho
- As the largest providers of care to Medicaid and uninsured patients, these residencies will help Idaho meet the urgent medical needs of our rural and underserved communities
- 50-60% of trained residents will practice in Idaho based on current retention rates
- Economic impact of <u>each</u> practicing physician in Idaho:
  - Supports an average of 12 jobs
  - Produces $1.9 million in direct and indirect economic output
  - Generates over $61K per physician in state and local taxes
- <u>Total</u> positive economic impact to Idaho, even at lowest in-state retention rate (50%) will be $1.3 billion and provide a return on investment of 10.9 to 1.

Thank you for your dedication to Idaho and Idaho's citizens. The work you do is important, and we know you must make many difficult decisions. We sincerely appreciate your time and attention to this letter. We look forward to speaking with you about improving medical education and residency training opportunities in Idaho, and thereby improving Idahoan's access to quality health care.

A full copy or summary of the Ten Year Strategic Plan for Graduate Medical Education is available upon request.

The following organizations support the development of and funding for the Ten Year Strategic Plan for GME Expansion in Idaho:

IDAHO RESIDENCY (GME) TRAINING PROGRAMS

BINGHAM MEMORIAL HOSPITAL RESIDENCY
Lance Wehrle DO (Blackfoot)
Residency Program Director

EASTERN IDAHO REGIONAL MEDICAL CENTER RESIDENCY
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Division VP Graduate Medical Education – HCA Denver

FAMILY MEDICINE RESIDENCY OF IDAHO (FMRI)
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President and CEO

FMRI CALDWELL RURAL TRAINING TRACK
Samantha Portenier MD (Caldwell)
Site Director

FMRI MAGIC VALLEY RURAL TRAINING TRACK
Joshua Kern MD (Twin Falls)
Site Director

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Residency Director

KOOTENAI CLINIC FAMILY MEDICINE RESIDENCY
Richard McLandress MD (Coeur d' Alene)
Director

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Program Director

UW BOISE PSYCHIATRY RESIDENCY
Kirsten Aaland MD (Boise)
UW Psychiatry Residency Track Director

IDAHO MEDICAL EDUCATION PROGRAMS

IDAHO COLLEGE OF OSTEOPATHIC MEDICINE
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Founding Dean and Chief Academic Officer

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IDAHO STATE UNIVERSITY
Art Vailas PhD (Pocatello)
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UNIVERSITY OF IDAHO
Chuck Staben PhD (Moscow)
President

IDAHO HEALTH SYSTEMS & COMMUNITY HEALTH CENTERS

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BONNER GENERAL HEALTH
Sheryl Rickard (Sandpoint)
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CASCADE MEDICAL CENTER
Charles Johnston (Cascade)
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MARIMN HEALTH
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CEO

MINIDOKA MEMORIAL HOSPITAL
Tom Murphy FACHE (Rupert)
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PORTNEUF MEDICAL CENTER
Dan Ordyna JD (Pocatello)
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POWER COUNTY HOSPITAL DISTRICT
Dallas Clinger CPA (American Falls)
CEO

SHOSHONE FAMILY MEDICAL CENTER
Keith Davis MD (Shoshone)
Owner/CEO/Medical Director

SHOSHONE MEDICAL CENTER
Jerry Brantz (Kellogg)
CEO and CFO

ST. LUKE'S ELMORE
Michael Blauer MHSA (Mountain Home)
Administrator

ST. LUKE'S HEALTH SYSTEM
David Pate MD, JD (Boise)
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ST. LUKES MAGIC VALLEY REGIONAL MEDICAL CENTER
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SYRINGA HOSPITAL & CLINICS
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Interim CEO and CFO

VA MEDICAL CENTER
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VALOR HEALTH
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WEISER MEMORIAL HOSPITAL
Steven Hale FACHE (Weiser)
CEO

IDAHO HEALTHCARE ORGANIZATIONS & PARTNERS

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IDAHO MEDICAL ASSOCIATION
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Neva Santos CAE (Boise)
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ADA COUNTY MEDICAL SOCIETY
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BLUE CROSS OF IDAHO
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JANNUS, INC.
Karan Tucker (Boise)
Excutive Director

PANHANDLE HEALTH DISTRICT
Lora Whalen (Hayden)
Director

PUBLIC HEALTH - IDAHO NORTH CENTRAL DISTRICT
 (Clearwater, Idaho, Latah, Lewis, Nez Perce counties)
Members – Board of Health

REGENCE BLUESHIELD OF IDAHO
Kenny Bramwell MD (Boise)
Executive Medical Director

SOUTHEAST IDAHO PUBLIC HEALTH
 (Pocatello, Blackfoot, Preston, Arco, American Falls, Soda Springs, Montpelier, Malad)
Members – Board of Health

SOUTHWEST IDAHO DISTRICT HEALTH
 (Caldwell, Nampa, Grand View, Wilder, Homedale, Emmett, Payette, Weiser)
Members – Board of Health

SW IDAHO AREA HEALTH EDUCATION CENTER (AHEC)
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UNIVERSITY OF IDAHO WWAMI PROGRAM
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UWSOM WWAMI IDAHO
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INDIVIDUAL IDAHOANS IN SUPPORT OF PLAN
(includes program representatives above)

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Suzanne Allen MD, MPH (Boise)
Laura Alvarez LPC (Nampa)
Amanda Aman MS (Boise)
Terry Amiel MD (Ammon)
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Andrew Bradbury MD (Rexburg)
Kenny Bramwell MD (Boise)
Jerry Brantz (Kellogg)
Jason Bronner MD, FACP (Boise)
Paul Brooke MD (Idaho Falls)
John Brosa MD (Boise)
Matthew Brown MD (Nampa)
Zachary Buck DO (Pocatello)
Brandt Buckner MS (Boise)
Cynthia Bunde PA-C (Pocatello)
Patrice Burgess MD (Boise)
Gretchen Burke (Boise)
Stephen Bushi MD (Boise)
Nat Carasali MD (Lewiston)
Cesar Cardenas MS (Moscow)
Russell J. Centanni PhD (Boise)
Benjamin Chan MD (Salt Lake City)
Don Chisholm MD (Coeur d' Alene)
Kelli Christensen MD (Pocatello)
Richard Christensen MD (Boise)
Stephen Christensen MD (Ponderay)
Denise Chuckovich (Boise)
Linda Clark EdD (Meridian)
Dallas Clinger CPA (American Falls)
Steve Coker MD (Pocatello)
Scott Coleman PA-C (Meridian)
Deborah Collins MD (Moscow)
Jessica Copeland MS (Boise)
Ronald Cornwell MD (Nampa)
Kathy Coumerilh (Boise)
Emily Cox MD (Coeur d' Alene)

Jonathan Cree MD, MA (Pocatello)
Brian Crownover MD (Meridian)
Andrew Dahlke MS (Moscow)
Steven Daines MD (Boise)
Ryan David DO (Fruitland)
Keith Davis MD (Shoshone)
Ryan Day MS (Moscow)
Angie Devitt MD (Boise)
Sarah Doe-Williams MS (Moscow)
Ronald Dorn MD (Boise)
Russell Duke MS (Boise)
Scott Dunn MD (Sandpoint)
Tim Dunnagan EdD (Boise)
Karen East MD (Eagle)
Norman East MD (Boise)
William Edwards MD (Boise)
Ted Epperly MD (Boise)
Jake Erickson MBA (Blackfoot)
Kaden Facer MS (Moscow)
Aaron Fearday MD (Boise)
Michael Fenello (Twin Falls)
Mary Ferguson CPA (Glenns Ferry)
Parker Fillmore MD (Boise)
Paul Fleenor DO (Caldwell)
Rex Force PharmD (Pocatello)
Michael Foutz MD (Kuna)
Billy Galliger MD (Boise)
Erich Garland MD (Idaho Falls)
Sarah Gerrish MD (Eagle)
Ryan Gilles MD (Coeur d'Alene)
Jim Girvin PhD, MPH (Boise)
Justin Glass MD (Boise)
Mike Glover MD (Meridian)
Rachel Gonzalez RN, DM (Rexburg)
Michael Graff MD (Boise)
Mark Grajcar DO (Boise)
Alison Granier MD (Coeur d' Alene)
John Guicheteau MD (Boise)
Melissa "Moe" Hagman MD (Boise)
Helo Hancock JD (Plummer)
Lance Hansen MD (Montpelier)
Christopher Harker MD (Idaho Falls)
Robert Hasty DO (Meridian)
Linda Hatzenbeuhler PhD (Pocatello)
Frances Hedrick MD (Lewiston)
Timothy Heinze MHA (Payette)
Richard Henry MD (Twin Falls)
Sunday Henry MD (Moscow)
Ryan Heyborne MD (Meridian)
Richard Hill MD (Blackfoot)
Scott Hippe MD (Boise)
Katrina Hoff (Boise)
Ben Holland MD (Boise)
Kathy Holley RN (Boise)
Aaron Houston (Twin Falls)
Nicole Howard (Boise)
Suzanna Hubele MD (Weiser)
Brad Huerta MBA (Arco)
Brad Hyatt DO (Twin Falls)
Lisa Inouye MD (Boise)
Joseph Ippolito MD (Twin Falls)
Anna Irwin MD (Boise)
James Irwin MD (Jerome)

Brandon Isaacs DO (Boise)
Cher Jacobsen MD (Post Falls)
Adiya Jaffari MS (Moscow)
Johanna Jensen MD (Nampa)
Jonathan Jerkins MD (Coeur d' Alene)
Jared Joffer DO (Boise)
Charles Johnston (Cascade)
Arthur Jones MD (Boise)
Dawn Juker LMSW, CCHt (Boise)
Darby Justis MD (Lewiston)
Nancy Keegan-Ovando MD (Boise)
Wade Keller DO (Eagle)
Joshua Kern MD (Twin Falls)
David Kim MD (Boise)
David Kimball MD (Pocatello)
Kayne Kishiyama MD (Idaho Falls)
John Kloss MD (Boise)
W. Patrick Knibbe MD (Boise)
Scott Knight MD (Twin Falls)
Daniel Knorpp DO (Meridian)
Steven Kohtz MD (Twin Falls)
Anthony Koroush (St. Maries)
Peter Kozisek MD (Boise)
Mark Kropf MD (Meridian)
Bob Kustra PhD (Boise)
Stacy Lamers DO (Boise)
Cody Langbehn MHA (Ketchum)
Tucker Larsen PA-C (Plummer)
Braden Lawrence MBA (Boise)
Rick LeCheminant DO (Nampa)
Laura Lindsay DO (Boise)
Melissa Liner MS (Moscow)
Scott Magnuson MD (Coeur d' Alene)
Charlene Maher (Boise)
Eric Maier MD (Boise)
Martin Mangan DO (Idaho Falls)
David Markenson MD (Idaho Falls)
Beth Martin MD (Coeur d' Alene)
John Mayberry MD (Hailey)
Meredith McAlpine MD (Coeur D Alene)
David McClusky III MD (Ketchum)
Mark McConnell MD (Coeur d' Alene)
Chad McCormick MD (Post Falls, Coeur d'Alene)
Kate McDonough DO (Star)
Robert McFarland MD (Coeur d' Alene)
Richard McLandress MD (Coeur d' Alene)
Mark Michaud MD (Boise)
Brandon Mickelsen DO (Pocatello)
Jon Miller MD (Boise)
Haley Minnehan MD (Cottonwood)
Dale Mock MD (Boise)
Stephen Montamat MD (Boise)
Aubrey Montebelllo MS (Boise)
Zach Morairty MD (Twin Falls)
Ofelia Morales (Nampa)
Sharon Moriarty MPA, BSN (Cottonwood, Orofino)
Tom Murphy FACHE (Rupert)
Kathleen Nelson (Boise)
Jon Ness (Coeur d'Alene)
Travis Nielsen DO (Pocatello)
Andrew Nilsen MS (Moscow)
John Nuhn MS (Moscow)
Richard K. Oehlschlager MD (Boise)

Adriana Olivas (Boise)
Damilola Olupona DO (Lewiston)
Cory Ondler DO (Emmett)
Dan Ordyna JD (Pocatello)
TJ Orthmeyer DO, MBA (Boise)
Kyle Palmer MD (Boise)
Jared Papa MPAS, PA-C (Meridian)
Richard Paris MD (Hailey)
Bryn Parker MD (Moscow)
David Pate MD (Boise)
Paul Phail DO (Boise)
Steven Pontickio MD (Boise)
Dustin Portela DO (Boise)
Samantha Portenier MD (Caldwell)
Susie Pouliot (Boise)
Don Price MD (Nampa)
Crystal Pyrak MD (Coeur d' Alene)
Noah Qualls MS (Moscow)
Geri Rackow (Idaho Falls)
Deric Ravsten DO (Pocatello)
Steven Reames (Boise)
Daniel Reed MD (Eagle)
Justin Reed MS (Nampa)
Steve Rembelski (Challis)
Nancy Renn Ph.D. (Pocatello)
John Reusser LCSW (Boise)
David Rice MD (Boise)
Kevin Rich MD (Boise)
Angela Richard MS (Moscow)
Erik Richardson DO (Nampa)
Jessica Richelieu MS (Mountain Home)
Sheryl Rickard (Sandpoint)
Andrea Robertson RD (Boise)
Justin Rose DO (Boise)
Elizabeth Rulon MD (Boise)
Robert Rust MD (Sandpoint)
Todd Salzsieder PA-C, MPAS, M. Ed. (Caldwell)
Michael Sant MD (Boise)
Neva Santos CAE (Boise)
Robin Sautter MD (Boise)
Christine Schaller MD (Coeur d'Alene)
Steven Schneider MD (Boise)
Debbie Schumacher (Cottonwood)
Jared Scott MD (Boise)
Robin Sebastian MD (Emmett)
Jeff Seegmiller PhD (Moscow)
Robin Shaw MD (Coeur d'Alene)
Skyler Shippen MD (Pocatello)
Fritz Siegert MS (Boise)
Rebecca Siemers MD (Coeur d'Alene)
Benjamin Smalley ACHE Fellow (Burley)
Anntara Smith PA-C (Meridian)
Gwen M. Smith EdD (Boise)
Jacob Smith MD (Boise)
Richard E. Smith (Boise)
Scott Snyder MD (Boise, Meridian, Twin Falls, Nampa)
Ronald Solbrig MD (Pocatello)
Boyd Southwick DO (Idaho Falls)
David and Susan Souvenir MD and R.PH (Coeur d' Alene)
Craig Spencer MD (Boise)
David Spritzer MD (Twin Falls)
Chuck Staben PhD (Moscow)
Molly Steckel (Boise)

Craig Steiner MS (Boise)
Hale Steven FACHE (Weiser)
Demetra Stewart RN (Orofino)
Jeffrey Stieglitz MD (Idaho Falls)
Earl Stoddard MD (Pocatello)
Mindy Stosich-Benedetti (Pocatello)
Garrett Strizich MPH (Moscow)
Murry Sturkie DO (Boise)
B. Shields Stutts MD (Blackfoot)
Kimberly Stutzman MD (Boise)
Henry Thompson MD (Boise)
J. Nathan Thompson PA-C, FHM, FAAPA (Boise)
Marlow Thompson (Hayden)
Nicholas Thomson MS (Eagle)
Richard "Rick" Thurston MD (St. Maries)
Christopher Tobe MD (Boise)
Emily Todd MD (Moscow)
Mont Tolman DO (Star, Eagle)
Gary Tubbs MD (Boise)
Karan Tucker (Boise)
Roger Turcotte MD (Boise)
Brad Turpen FACHE, FACMPE (Emmett)
Mark Uranga MD (Boise)
Arthur Vailas PhD (Pocatello)
Bill Vetter MD (Emmett)
Ananda Walaliyadda MD (Pocatello)
Brian Walker MS (Boise)
Robert Walker MD (Boise)
Harold Ward (Boise)
Zachary Warnock MD (Pocatello)
Sarah Waterman MD (Boise)
Richard Wathne MD (Pocatello)
Wilfred Watkins MD (Nampa)
Betty Watson (Grangeville)
Lance Wehrle DO (Blackfoot)
Theresa Weiland DO (Boise)
Aaron Weiss MD (Boise)
John Werdel MD (Boise)
Brandon West DO (Pocatello)
Robert West MD, FACS (Coeur d'Alene)
Lora Whalen (Hayden)
Michael Wheaton MD (Nampa)
Laura Wheeling MS (Moscow)
Brian Whitlock (Boise)
Taylor Wilkinson MS (Moscow)
Joe Williams MD (Boise)
Brooke Williams MS (Sandpoint)
John Williams MD (Boise)
Aaron Wilson JD (Lewiston, Moscow)
Kevin Wilson DO (Meridian)
David Wood MHA, FACHE (Boise)
William Woodhouse MD (Pocatello)
Kathryn Woods MD (Hailey)
Shea Wright MS (Salt Lake City)
Rourke Yeakley MD (Middleton)
Minnie Yordon MD (Boise)
Ketchum Ward Yvonne (Boise)
Cheri Zao MD (Coeur d'Alene)
Nikole Zogg PhD (Caldwell)

C.L. "BUTCH" OTTER
GOVERNOR

Jan. 2, 2018

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

Dear Board Members,

Throughout my time as Governor, I have been committed to addressing the shortage of physicians and medical residencies in Idaho. We have doubled seats in WWAMI and increased seats at the University of Utah, and we have expanded available medical residencies to ensure that physicians have opportunities to practice and then remain in Idaho. Now, with the first medical school opening in Idaho, we must continue to provide more residency opportunities.

In order to keep the momentum behind our efforts to bolster graduate medical education in Idaho, my budget recommendation will include a proposal to provide some new residency seats. Expanding opportunities for physicians to complete residencies in Idaho and develop ties to our state must be a top priority in addressing our critical physician shortage.

I appreciate the time and work that you, your staff, and the medical community across Idaho put into the ten-year graduate medical education plan approved this month. It will provide the Legislature with a starting point on how best to move forward. Below are aspects of the plan I believe must be addressed before the state proceeds beyond my Fiscal Year 2019 budget recommendation:

- The state must maximize opportunities to augment its spending with federal matching dollars. Options to utilize Medicaid dollars to fund graduate medical education must be fully explored and included in the plan.

- A strategy for communicating the need to double state support for existing residencies to reach the one-third share for all participants must be developed, and the ten-year plan must allow a phase-in of this increased state support for existing residencies.

- The Board should provide for a third-party review of the proposed plan and assist in prioritizing and developing a phased-in approach. Before making a multi-million dollar, ongoing investment, it is imperative that we have an objective analysis of the proposal to ensure limited state resources are used where they will have the greatest impact.

I look forward to having further discussions with you and with the Legislature on best to proceed.

As Always – Idaho, "Esto Perpetua"

C.L. "Butch" Otter
Governor of Idaho

CLO/mlw

BOISE STATE UNIVERSITY

SUBJECT
  Boise State University (BSU) Campus Master Plan Update

REFERENCE
March 1997	1997 Campus Master Plan presented to the Idaho State Board of Education (Board)
October 2005	2005 Master Plan presented to the Board
February 2008	Expansion of boundaries and Master Plan update presented to the Board
June 2015	Board approved 2015 Master Plan update approved by the Board
August 2017	Board approved six-year Capital Construction Plan update

APPLICABLE STATUTE, RULE, OR POLICY
  Idaho State Board of Education Governing Policies & Procedures, Section V.K.8
  Idaho Code 33-112 and 33-4005

ALIGNMENT WITH STRATEGIC PLAN
  Goal 2: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION
  The 2015 Master Plan update was presented to and approved by the Board in June, 2015. Following that presentation, phase 1 of the plan was adopted by the City of Boise and incorporated into the City of Boise Comprehensive Plan.

  Subsequent to the adoption of the 2015 Master Plan, several structures reflected on that plan have been completed, are under construction, or are in planning. The Honors College/Sawtooth Hall and the Alumni and Friends Center are both open and occupied; the new Center for Fine Arts is under construction; and the Micron Center for Materials Research is out to bid. In addition, planning is underway for a new pedestrian/bicycle crossing at the Beacon/Manitou intersection.

  Since the adoption of the 2015 plan, BSU's priorities have evolved. Specific changes to the south campus are substantial enough to warrant an update to the Master Plan. The Micron Center for Materials Research is displacing the existing Facilities and Central Receiving building, so a new building is being constructed in the south portion of campus. In addition, a baseball field is being considered along the southeast edge of campus. Site planning for the baseball field requires changes to proposed parking structures and certain rights-of-way. In lieu of one single large parking structure, the updated plan indicates two to three smaller garages.

The first parking structure would be located near the proposed baseball field and could be constructed within in the next 5-7 years. In addition, to accommodate future growth, two additional garages on the east and west sides of Bronco Stadium could be constructed in the next 10-25 years. Regarding rights-of-way, a baseball field in this location will require either a realignment or vacation of Belmont Street and a full vacation of Grant Avenue. The changes indicated above are shown on the attached revised Master Plan drawing.

After Board review, Boise State will use the revised Master Plan as the basis for a traffic impact study, which will support BSU's request to Ada County Highway District (ACHD) to vacate several streets and alleyways in the south portion of campus. BSU ownership of these streets and alleyways will facilitate immediate and future development in this area.

IMPACT

This updated Master Plan will continue to serve as the framework and guidelines for the development of the BSU campus. This plan will guide future property acquisitions, the function and location of new facilities, expansion of existing facilities, and will inform utility and infrastructure projects.

ATTACHMENTS

Attachment 1 – Original 2015 Master Plan Drawing   Page 5
Attachment 2 – Revised Master Plan Drawing   Page 6

STAFF COMMENTS AND RECOMMENDATIONS

BSU's proposal complies with Board Policy V.K.8, which states: "*Each institution shall develop a seven (7) to fifteen (15) year Campus Master Plan (CMP). The CMP shall serve as a planning framework to guide the orderly and strategic growth and physical development of an institution's campus. The CMP shall be consistent with and support the institution's current mission, core themes, strategic plan, and six-year capital construction plan. The CMP and substantive updates thereto must be approved by the Board.*" [Note: the six-year capital construction plan is a rolling list of planned major construction projects, which is reviewed by the Board each August and submitted to the Division of Public Works and the Permanent Building Fund Advisory Council for consideration each year as part of the Governor's fiscal year budget request. The six-year capital plan is distinct from the long-term CMP, which deals with the entire campus footprint (buildings, green areas, roads and walkways, parking areas, etc.) and its evolution over an extended planning horizon.]

BSU administration will be available to answer any questions on the updated master plan and its impact on the campus and community footprint. Staff recommends approval.

BOARD ACTION

I move to approve Boise State University's Campus Master Plan update as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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LEGEND:

- Existing Campus Buildings
- Existing Campus Garages
- Proposed Campus Buildings
- Proposed Campus Garages
- Off Campus Buildings

2015 Campus Master Plan

BAHR - SECTION II

TAB 8 Page 6

BOISE STATE UNIVERSITY

SUBJECT
Acquisition of real property

REFERENCE

October 2005	Idaho State Board of Education (Board) authorized Boise State University (BSU) to acquire property in its expansion zone through purchase or condemnation without Board authorization, subject to available funding and appropriate approvals

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.I.2

ALIGNMENT WITH STRATEGIC PLAN
Goal 2: Educational Attainment, Objective C: Access

BACKGROUND/ DISCUSSION
BSU seeks to acquire additional real property to accommodate expansion of its infrastructure to keep pace with growing student enrollment.

IMPACT
Approval of this request will facilitate BSU's negotiations with area property owners to acquire land needed for planned projects within BSU's approved expansion zone. Acquisition of property will enable BSU to carry out its Campus Master Plan and sustain its educational mission.

STAFF COMMENTS
This request complies with Board Policy V.I.2 "Acquisition of Real Property."

Staff recommends approval.

BOARD ACTION
I move to approve the request by Boise State University to proceed with negotiations for the purchase of real property as discussed in Executive Session.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAHO STATE UNIVERSITY

SUBJECT
Idaho State University (ISU) Alumni and Visitor's Center Fundraising, Planning, and Design Request

REFERENCE

August 2017	Idaho State Board of Education (Board) approved ISU's FY2019 Six-Year Capital Project Plan

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.K.2.

ALIGNMENT WITH STRATEGIC PLAN
Goal 1: A Well-Educated Citizenry. Objective D: Quality Education.
Goal 4: Effective and Efficient Educational System. Objective D: Advocacy and Communication.

BACKGROUND/DISCUSSION
ISU seeks Board approval to begin a fundraising campaign and to initiate planning and design for an Alumni and Visitor's Center on campus. The facility will be used to house ISU Advancement functions and for the recruitment of students, staff and various Presidential and other ISU events. ISU currently is using an old home off campus, which is not sufficient for the needs of ISU. The Alumni and Visitor's Center would also be used as an alumni gathering place and for community and other outside events at a market-based rental rate. A facility of this nature will be used as a launching point for campus visits and will provide an appropriate space for academic units to meet, discuss and showcase ISU to prospective students, faculty, staff, and donors. ISU is amending its FY2019 Six-Year Capital Project Plan to include this facility, which is attached to this document.

IMPACT
As ISU continues to focus aggressively on enrollment growth, fundraising, branding and image building, the new Alumni and Visitor's Center will provide a state-of-the-art facility for the enhancement of those functions.

The Alumni and Visitor's Center will enrich student recruitment and business relationships with interest groups, both within and outside of the State of Idaho.

ATTACHMENTS
Attachment 1 – Amended FY2019 Six-Year Capital Project Plan   Page 3

STAFF COMMENTS AND RECOMMENDATIONS
This request conforms to Board Policy V.K.2. which stipulates that "*before any institution under the governance of the Board solicits, accepts or commits a gift or*

grant in support of a specific major project, such project must first be included on the institution's or agency's Board-approved six-year plan." ISU will need to return to the Board in the future to obtain approval for the financial plan for the project (current project cost is estimated at approximately $8.5 million) and to proceed into the construction phase.

Staff recommends approval.

BOARD ACTION

I move to approve the amended six-year capital projects plan for Idaho State University, adding the "ISU Alumni Center" project in FY2021, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

and

BOARD ACTION

I move to approve the request by Idaho State University to begin a fundraising campaign and to initiate planning and design for an Alumni and Visitor's Center on the Idaho State University campus in Pocatello.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State
U N I V E R S I T Y

DPW FY 2019 Request

Six Year Capital Improvement Budget

Description	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
ISU Health and Wellness Center Planning and Design	$3,500,000					
Relocate COT programs to Eames Bldg.	$6,510,000					
Remodel Basement, Frazier Hall	$1,299,700					
Dental Hygiene Expansion, ISU Meridian	$2,300,000					
ISU Health and Wellness Center		$6,292,500				
Oboler Library - replace HVAC/duct work, ceiling, seismic compliance		$6,000,000				
Graveley Hall - Upgrade the heating and cooling system		$2,875,000				
Beckley Nursing – Asbestos mitigation, ceiling system and lights		$1,700,000				
ISU Alumni Center			$8,473,000			
ISU Health and Wellness Center			$6,292,500			
Vocarts - Replace, HVAC , Elevators, Fire Alarm & ADA restrooms			$1,745,842			
Complete renovation ISU-Meridian build out*			$4,000,000			
Remodel LEL second floor for additional labs *			$1,050,000			
Campus Housing Renovations & Remodeling*			$10,000,000			
New Museum of Natural History*				$22,444,000		
College of Business - Modernization*				$25,000,000		
Renovation/Addition of Life Sciences*					$31,000,000	
Reroute campus traffic*					$8,000,000	
Addition to Beckley Nursing*						$14,208,000
Addition to College of Engineering*						$12,000,000
Renovation of College of Business – front entry*						$1,300,000
$175,990,542	$13,609,700	$16,867,500	$31,561,342	$47,444,000	$39,000,000	$27,508,000
6 year outlay total						

*Some Projects with no F.F.E. money

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UNIVERSITY OF IDAHO

SUBJECT

Request for authorization to enter bidding and construction phases for the Nancy M. Cummings Research and Education and Extension Center (Center) Classroom and Office Facility

REFERENCE

August 2017	Idaho State Board of Education (Board) approved Capital Budget request in University of Idaho (UI) six-year plan
October 2017	Board authorized Planning and Design Phases for the Classroom and Office Facility.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.1, and Section V.K.3.a

ALIGNMENT WITH STRATEGIC PLAN

This item aligns with the following goals and objectives of the Board Strategic Plan:

Goal 1: A Well-Educated Citizenry, Objectives A-Access, B-Adult Learner Reintegration, C-Higher Level of Educational Attainment, and D-Quality Education.

Goal 2: Innovative and Economic Development, Objectives A-Workforce Readiness, B-Innovation and Creativity, C-Economic Growth, and D-Education to Workforce Alignment.

BACKGROUND/DISCUSSION

This agenda item requests Board authorization for UI to proceed with the bidding and construction phases of a capital project to design and construct a proposed Classroom and Office Facility at the Center. This agenda item also requests Board approval for a cumulative increase of $340,000 in the originally-approved cost for the project. This cost increase is the result of refinement of the scope, design detail, and project estimates developed through the course of planning and design. The revised total project cost is $2,500,000.

Nancy M. Cummings Research, Extension, and Education Center, located near Salmon, Idaho, is a setting for environmental education, graduate and undergraduate research by students and scientists, clinical experiences for veterinary students, and public extension activities on a wide variety of topics

The programs offered at the Nancy M. Cummings Research and Education and Extension Center (the Center) focus on cow-calf and forage research station. The Center provides land and facilities for beef cattle research at the scale of a working

ranch. The Center also provides continuing education for those involved in the livestock industry and learning opportunities for UI students. The research activities supported by this facility is key to assisting Idaho's beef cattle ranching industry. The extension programming supported by this facility not only disseminates information to adult learners, but also sparks and fosters interest in youth, thus encouraging them to pursue higher levels of education in the Agricultural Sciences.

The programs and research of the Center support workforce readiness by providing the educational and research foundations requisite to develop and disseminate the information and science necessary to serve Idaho's expanding beef cattle ranching industry and workforce, and ensuring that industry's continued economic viability and prosperity. This is key to the State's economic growth and competiveness.

Research and extension activities at the Center include pioneering studies on animal identification systems, genetic improvement reproductive efficiency, forage production and grazing practices. Operated by the UI College of Agricultural and Life Sciences via the Idaho Agricultural Experiment Station, the Center provides critical and beneficial support to the ranching communities and stakeholders within the State of Idaho.

The proposed Classroom and Office Facility to be located at the Center is envisioned to support the full range of research and extension activities provided by the Center.

In late 2016, the College of Agricultural and Life Sciences commissioned a local architectural firm, DGStamp Architects, of Carmen, Idaho, to perform an initial pre-planning feasibility study and preliminary cost estimate. This study was completed earlier this year and it envisions a facility comprised of offices, work stations, a classroom for education and extension activities, and support spaces designed in an architectural aesthetic consistent with the surrounding area.

The new facility will house offices for researchers, principal investigators, graduate students, and interns, the Center's veterinarian, and the Center superintendent and administrative staff.

In addition, the proposed facility will house a classroom sized for 120 persons in support of the Center outreach, education, and extension missions.

Overall, the facility is envisioned to be approximately 8,300 s.f. of conditioned space. The project includes necessary and requisite site work, utilities and site development, to include parking for approximately 30 vehicles.

The project is envisioned to be funded largely through donated and gifted funds, supplemented by funds provided by the College of Agricultural and Life Sciences.

DGStamp Architects have now designed the project. The firm's current construction cost estimate is $1,682,250, which falls within the revised project construction budget of $1,685,000. The total project effort is currently estimated at $2,500,000, including design and construction costs and contingency allowances.

The project is consistent with the strategic goals and objectives of UI. The project is fully consistent with UI's strategic plan, specifically:

Goal One, Innovate – This project supports the unique and varied research activities conducted on-site at the Center which are critical to Idaho's ranching community and economy;

Goal 2, Engage – This project carries specific intent to better support and deliver the university's education, outreach, and extension activities conducted by the Center;

Goal 3, Transform – The education, outreach, and extension activities conducted at the Center have the power to engage the community and transform the lives of students and ranchers alike. Knowledge developed and disseminated at the Center potentially assists ranchers in the improvement and increased efficiency of their operations, and increased health and vigor of their livestock, while at the same time ameliorating the environmental impact of their activities.

Goal 4, Cultivate – The education, outreach, and extension activities and events supported by the proposed Classroom and Office Facility have the potential to cultivate relationships and improve communication and collaboration between researchers and the greater community.

In addition, the project is fully consistent with the principles, goals, and objectives related to outreach and extension within the University of Idaho's Long Range Campus Development Plan (LRCDP)

IMPACT

The fiscal impact of this effort will be $2,500,000 in total expenditures, broken out as follows:

Overall Project Funding		Estimate Budget		
State	$	A/E & Consultant Fees	$	212,000
Federal (Grant):		Construction		1,685,000
Other (UI)		Construction Cont.		168,500
College Funds	640,000	Owner Costs, AV & FFE		319,500

Gifted Funds	1,860,000	Project Cont.		115,000
Total	$ 2,500,000	Total	$	2,500,000

ATTACHMENTS
Attachment 1 – Capital Project Tracking Sheet   Page 5

STAFF COMMENTS AND RECOMMENDATIONS
Staff recommends approval.

BOARD ACTION
I move to approve the request by the University of Idaho to implement the bidding and construction phases of the capital project to design and construct a proposed Classroom and Office Facility at the Nancy M. Cummings Research, Extension, and Education Center, for a total cost of $2,500,000 as described in the materials presented. Authorization includes the authority for the Vice President for Finance and Administration to execute all necessary and requisite consulting and vendor contracts to implement the project.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of April, 2018

History Narrative

1	**Institution/Agency:**	University of Idaho	**Project:** Capital Project Authorization Request, Bidding, and Construction Phases, for the Proposed NMCREEC Classroom and Office Facility, University of Idaho (UI), Salmon, Idaho.

2 **Project Description:** a Capital Project to provide for the design and construction of a proposed Classroom and Office Facility at the Nancy M. Cummings Research, Extension, and Education Center (NMREEC).

3 **Project Use:** A proposed Classroom and Office Facility to be located at the Nancy M. Cummings Research, Extension, and Education Center is envisioned to support the full range of research and extension activities provided by the Center. The new facility will house offices for researchers, principal investigators, graduate students, and interns, office space for the center's veterinarian, works stations, and the NMCREEC superintendent and administrative staff. The facility is envisioned to be approximately 8,300 s.f. of conditioned space. The project includes necessary and requisite site work, utilities and site development, to include parking for approximately 30 vehicles.

4 **Project Size:** Approximately 8,300 sf. Conditioned Space, Sitework and Utilities, Parking for approx. 30 vehicles.

		Sources of Funds				Use of Funds*			
Project Cost History:	**PBF**	**ISBA**	**Other**	**Total Sources**	**Planning**	**Use of Funds Const**	**Other****	**Total Uses**
9 Initial Cost of Project. Planning, and Design Phase Authorization request. October 2017	$ -	$ -	$ 2,160,000	$ 2,160,000	$ 250,100	$ 1,631,300	$ 278,600	$ 2,160,000
11 **History of Revisions:**								
12 Revised Cost of Project. Bidding and Construction Phase Authorization request. April 2018			$ 340,000	$ 340,000	$ (38,100)	$ 222,200	$ 155,900	$ 340,000
16 **Total Project Costs**	$ -	$ -	$ 2,500,000	$ 2,500,000	$ 212,000	$ 1,853,500	$ 434,500	$ 2,500,000

* Figures quoted are for the Total Project Cost.

** AV Installation, FFE & Project Contingency.

			-------------------- Other Sources of Funds-------------------				
History of Funding:	**PBF**	**ISBA**	**Institutional Funds (Gifts/Grants)**	**Student Revenue**	**Other****	**Total Other**	**Total Funding**
20 Initial Cost of Project. Planning and Design Phase Authorization Request. October 2017	$ -	$ -	$ 856,221	$ -	$ 1,303,779	$ 2,160,000	$ 2,160,000
21 Revised Cost of Project. Bidding and Construction Phase Authorization request. April 2018	$ -	$ -	$ -	$ -	$ 340,000	$ 340,000	$ 340,000
22 23						-	-
24 Total	$ -	$ -	$ 856,221	$ -	$ 1,643,779	$ 2,500,000	$ 2,500,000

26 ***** CALS Central Reserves**

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UNIVERSITY OF IDAHO

SUBJECT
　　Disposal of Regents real property at University of Idaho (UI) Caine Center, Caldwell

REFERENCE

February 2017	Idaho State Board of Education (Board) approved disposal of subject property by State Board of Land Commissioners auction.

APPLICABLE STATUTE, RULE, OR POLICY
　　Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b.iii.
　　Section 58-335, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN
　　Goal 2, Objectives B and D; Goal 4 Objective C: The reallocation of assets resulting from this disposal of surplus real estate will allow investment in innovative and relevant programs of current programmatic interest to the UI. Such investment in new academic and research initiatives facilitates the creation and development of new ideas and solutions to address Idaho's needs for economic development and the education of its citizens.

BACKGROUND/DISCUSSION
　　In 1978 the Regents acquired 40 acres of unimproved agricultural college endowment land from the State of Idaho for the purpose of constructing and operating the Caine Veterinary Center on land adjoining UI's Caldwell Research and Extension Center. The Regents paid $111,000 to the State of Idaho for the parcel.

　　In 2016 UI's College of Agricultural and Life Sciences closed the Caine Center to reallocate College resources to programs and facilities that can better meet the needs of the College's current priorities in animal sciences and other areas. In February 2017, the Regents approved disposal of this property by auction conducted by the Idaho Department of Lands (IDL). The auction was intended to be done in conjunction with an auction of related and adjoining endowment lands by IDL.

　　Based on a preliminary estimate of auction value ($665,000) from the IDL consultants, and after consultation with IDL staff, UI chose to market the property in an effort to receive a higher purchase price through a direct sale. UI has received an offer of $800,000 under the terms of a purchase and sale agreement set out in Attachment 1 hereto, and is seeking approval from the Regents for this alternative method of disposal.

IMPACT

The Caine Center has been mothballed and no longer serves any programmatic purpose. Its disposal will eliminate caretaking costs and provide financial resources that can better align with University and College priorities and initiatives.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

The University's proposed alternate plan for disposal of the Caine Center property meets the requirements established by Board Policy V.I.5.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to sell the Caine Center property under the terms provided in Attachment 1, and to authorize the University's Vice President for Finance and Administration to execute all necessary transaction documents for conveying the subject property as set forth in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

RE-24 VACANT LAND
REAL ESTATE PURCHASE AND SALE AGREEMENT

THIS IS A LEGALLY BINDING CONTRACT, READ THE ENTIRE DOCUMENT, INCLUDING ANY ATTACHMENTS.
IF YOU HAVE ANY QUESTIONS, **CONSULT YOUR ATTORNEY AND/OR ACCOUNTANT** BEFORE SIGNING.
**NO WARRANTIES, INCLUDING, WITHOUT LIMITATION, ANY WARRANTY OF HABITABILITY, AGREEMENTS
OR REPRESENTATIONS NOT EXPRESSLY SET FORTH HEREIN SHALL BE BINDING UPON EITHER PARTY.**

1 ID#_____ **U of I Homedale** _____ DATE_____ **March 8, 2018**

2

3 **LISTING AGENCY**_____ **Thornton Oliver Keller** ____ Office Phone # **208-378-4600** Fax #_____ **N/A**

4 Listing Agent____ **Mike Greene** ____E-Mail____ mikeg@tokcommercial.com ___ Phone #____ **208-447-8867**

5 **SELLING AGENCY**_____ **Land Advisors Oganization** ___ Office Phone # **208-366-8700** Fax #____ **208-366-8710**

6 Selling Agent____ **Tyler Johnson** ____E-Mail____ tjohnson@landadvisors.com ___ Phone #____ **208-866-3579**

7 **1. BUYER:** _____ **Endurance Holdings, LLC and/or Assigns** _____

8 (Hereinafter called "**BUYER**") agrees to purchase, and the undersigned SELLER agrees to sell the following described real estate hereinafter referred to

9 as "PROPERTY" **COMMONLY KNOWN AS** _____ **40.06 +/- Acres at 1020 E Homedale Rd** _____

10 _____ **Caldwell** ____ City ___ **Canyon** ____ County, ID, Zip_____ **83607** _____ legally described as:_____

11 **Canyon County Parcel Number: R3272100000**

12 OR Legal Description Attached as exhibit _____ **A** _____ (Exhibit must accompany original offer and be signed or initialed by

13 **BUYER and SELLER.)**

14 **2. $** _____ **800,000.00** _____ **PURCHASE PRICE:** _____ **Eight Hundred Thousand** _____ **DOLLARS,**

15 payable upon the following **TERMS AND CONDITIONS** (not including closing costs):

16 **This offer is contingent upon the sale, refinance, and/or closing of any other property ☐ Yes ☒ No**

17 **3. FINANCIAL TERMS:** Note: A+C+D+E must add up to total purchase price.

18 **(A). $** _____ **25,000.00** _____ **EARNEST MONEY:** BUYER hereby offers_____ **Twenty-Five Thousand** _____

19 DOLLARS as Earnest Money in the following form: ☐cash ☒personal check ☐cashier's check ☐note (due date):

20 ☒other_____ **or wire** _____ and ☐receipt is hereby acknowledged OR ☒ BUYER will deliver

21 Earnest Money within ___ **3** ___ business days (three [3] if left blank) of acceptance.

22 Earnest Money to be deposited in trust account ☒upon receipt or ☐upon acceptance by BUYER and SELLER or ☐other_____

23 _____ and shall be held by: ☐Listing Broker

24 ☐Selling Broker ☒ Closing Agency☐other_____ for the benefit of

25 the parties hereto.

26 **THE RESPONSIBLE BROKER SHALL BE:** _____ **Jason Galloway** _____

27 **(B). ALL CASH OFFER:** ☐NO ☒YES **If this is an all cash offer do not complete Sections 3C and 3D, fill blanks with N/A** (Not Applicable). **IF**

28 **CASH OFFER BUYER'S OBLIGATION TO CLOSE SHALL NOT BE SUBJECT TO ANY FINANCIAL CONTINGENCY.** BUYER agrees to provide

29 SELLER within **N/A** business days (five [5] if left blank) from the date of acceptance of this agreement by all parties written confirmation of sufficient

30 funds and/or proceeds necessary to close transaction. Acceptable documentation includes, but is not limited to a copy of a recent bank or financial

31 statement.

32 **Cash proceeds from another sale: ☐ Yes ☒ No**

33 **(C). $** _____ **NEW LOAN PROCEEDS:** This Agreement is contingent upon BUYER obtaining the following financing:

34 **FIRST LOAN** of $_____ not including mortgage insurance, through ☐FHA, ☐VA, ☐CONVENTIONAL, ☐IHFA,

35 ☐RURAL DEVELOPMENT, ☐OTHER_____ with interest not to exceed _____ % for a period of ___ year(s) at:

36 ☐Fixed Rate ☐Other_____. In the event BUYER is unable, after exercising good faith efforts, to obtain the indicated financing,

37 BUYER's Earnest Money shall be returned to BUYER.

38 **SECOND LOAN** of $_____through ☐FHA, ☐VA, ☐CONVENTIONAL, ☐IHFA, ☐RURAL DEVELOPMENT,

39 ☐OTHER_____ with interest not to exceed _____ % for a period of _____ year(s) at: ☐Fixed Rate ☐Other_____

40 **LOAN APPLICATION:** BUYER ☐has applied **OR** ☐shall apply for such loan(s). Within_____ business days (ten [10] if left blank) of final acceptance

41 of all parties, BUYER agrees to furnish SELLER with **a written confirmation showing lender approval of credit report, income verification,**

42 **debt ratios, and evidence of sufficient funds and/or proceeds necessary to close transaction in a manner acceptable to the SELLER(S) and**

43 **subject only to satisfactory appraisal and final lender underwriting. If an appraisal is required by lender, the PROPERTY must appraise at**

44 **not less than purchase price** or BUYER'S Earnest Money shall be returned at BUYER'S request unless SELLER, at SELLER'S sole discretion,

45 agrees to reduce the purchase price to meet the appraised value. SELLER shall be entitled to a copy of the appraisal and shall have 24 hours from

46 receipt thereof to notify BUYER of any price reduction. *BUYER may also apply for a loan with different conditions and costs and close transaction*

47 *provided all other terms and conditions of this Agreement are fulfilled, and the new loan does not increase the costs or requirements to the SELLER.*

48 **FHA / VA:** If applicable, it is expressly agreed that notwithstanding any other provisions of this contract, BUYER shall not be obligated to complete

49 the purchase of the PROPERTY described herein or to incur any penalty or forfeiture of Earnest Money deposits or otherwise unless BUYER has

50 been given in accordance with HUD/FHA or VA requirements a written statement by the Federal Housing Commissioner, Veterans Administration or a

51 Direct Endorsement lender setting forth the appraised value of the PROPERTY of not less than the sales price as stated in the contract.

52

53 If such written confirmation required in 3(B) or 3(C) is not received by SELLER(S) within the strict time allotted, SELLER(S) may at their option cancel

54 this agreement by notifying BUYER(S) in writing of such cancellation within _____ business days (three [3] if left blank) after written confirmation was

55 required. If SELLER does not cancel within the strict time period specified as set forth herein, SELLER shall be deemed to have accepted such written

56 confirmation of lender approval and shall be deemed to have elected to proceed with the transaction. SELLER'S approval shall not be unreasonably

57 withheld.

58

59 **(D). $** _____ **ADDITIONAL FINANCIAL TERMS:**

60 ☐Additional financial terms are specified under the heading "OTHER TERMS AND/OR CONDITIONS" (Section 4).

61 ☐Additional financial terms are contained in a **FINANCING ADDENDUM** of same date, attached hereto, signed by both parties.

62

63 **(E). $** _____ **775,000.00** _____ **APPROXIMATE FUNDS DUE AT CLOSING:** Cash at closing, not including closing costs, to be paid by BUYER at

64 closing, In GOOD FUNDS, which includes: **cash, electronic transfer funds, certified check or cashier's check.**

BUYER'S Initials (_____)(_____) Date _____   **SELLER'S** Initials (_~~BA~~_)(_____) Date **3-8-18**

4. OTHER TERMS AND/OR CONDITIONS:
See Addendum #1

5. "NOT APPLICABLE" DEFINED: The letters "n/a," "N/A," "n.a.," and "N.A." as used herein are abbreviations of the term "not applicable." Where this agreement uses the term "not applicable" or an abbreviation thereof, it shall be evidence that the parties have contemplated certain facts or conditions and have determined that such facts or conditions do not apply to the agreement or transaction herein.

6. INSPECTION:
  (A). *BUYER IS STRONGLY ADVISED TO INVESTIGATE THE CONDITION AND SUITABILITY OF ALL ASPECTS OF THE PROPERTY AND ALL MATTERS AFFECTING THE VALUE OR DESIRABILITY OF THE PROPERTY INCLUDING, BUT NOT LIMITED TO, THE FOLLOWING:*
  SIZE: Square footage and lot size. (Any numerical statements regarding these items are APPROXIMATION ONLY, and have not been and will not be verified and should not be relied upon by BUYER.
  1. LINES AND BOUNDARIES: Property lines and boundaries, septic, and leach lines (Fences, walls, hedges, and other natural or constructed barriers or markers do not necessarily identify true property boundaries. Property lines may be verified by surveys.)
  2. ZONING AND LAND USE: Inquiries, investigations, studies or any other means concerning past, present or proposed laws, ordinances, referendums, initiatives, votes, applications and permits affecting the current use of the PROPERTY, BUYER's intended use of the PROPERTY, future development, zoning, building, size, governmental permits and inspections. Both parties are advised that Broker does not guarantee the status of permits, zoning or code compliance. The parties are to satisfy themselves concerning these issues.
  3. UTILITIES AND SERVICE: Availability, costs, and restrictions of utilities and services, including but not limited to, sewage, sanitation, water, electricity, gas, telephone, cable TV and drainage.
  4. UTILITIES, IMPROVEMENTS & OTHER RIGHTS: SELLER represents that the PROPERTY does have the following utilities, improvements, services and other rights available (describe availability): _____
  _____
  _____
  5. HAZARDOUS MATERIALS: The real estate broker(s) or their agents in this transaction have no expertise with respect to toxic waste, hazardous materials or undesirable substances. BUYERS who are concerned about the presence of such materials should have the PROPERTY inspected by qualified experts. BUYER acknowledges that he/she has not relied upon any representations by either the Broker or the SELLER with respect to the condition of the PROPERTY that are not contained in this Agreement or in any disclosure statements.
  6. TAX LIABILITY: The BUYER and SELLER acknowledge that they have not received or relied upon any statements or representations by the Broker with respect to the effect of this transaction upon BUYER's or SELLER's tax liability.

(B). BUYER chooses ☒to conduct inspections; ☐not to conduct inspections. If BUYER chooses not to conduct inspections skip the remainder of Section 6. If indicated, BUYER shall have the right to conduct inspections, investigations, tests, surveys and other studies at **BUYER'S expense, hereafter referred to as "Buyer's Inspection Contingency."** BUYER'S inspection of the PROPERTY includes all aspects of the PROPERTY, including but not limited to neighborhood, conditions, zoning and use allowances, environmental conditions, applicable school districts and/or any other aspect pertaining to the PROPERTY or related to the living environment at the PROPERTY. Unless otherwise addressed BUYER shall, within __90__ calendar days (thirty [30] if left blank) from acceptance, complete these inspections and give to SELLER written notice of disapproved items or written notice of termination of this Agreement based on an unsatisfactory inspection. Once BUYER delivers written notice to SELLER it shall end BUYER's timeframe and is irrevocable regardless of if it was provided prior to the deadline stated above. BUYER is strongly advised to exercise these rights and to make BUYER'S own selection of professionals with appropriate qualifications to conduct inspections of the entire PROPERTY. **BUYER'S acceptance of the condition of the PROPERTY is a contingency of this Agreement.**

(C) SATISFACTION/REMOVAL OF INSPECTION CONTINGENCIES:
  1. If BUYER **does not** within the strict time period specified give to SELLER written notice of disapproved items or written notice of termination of this Agreement, BUYER shall conclusively be deemed to have: (a) completed all inspections, investigations, review of applicable documents and disclosures; (b) elected to proceed with the transaction and (c) assumed all liability, responsibility and expense for repairs or corrections other than for items which SELLER has otherwise agreed in writing to repair or correct.

  2. If BUYER **does** within the strict time period specified give to SELLER written notice of termination of this Agreement based on an unsatisfactory inspection, the parties will have no obligation to continue with the transaction and the Earnest Money shall be returned to BUYER.

  3. If BUYER **does** within the strict time period specified give to SELLER written notice of disapproved items, **it shall end BUYER's timeframe for inspections and is irrevocable.** BUYER shall provide to SELLER pertinent section(s) of written inspection reports upon request, if applicable. Upon receipt of written notice SELLER shall have __3__ business days (three [3] if left blank) in which to **respond in writing.** SELLER, at SELLER's option, may correct the items as specified by BUYER in the notice or may elect not to do so. If SELLER agrees in writing to correct items requested by BUYER, then both parties agree that they will continue with the transaction and proceed to closing. Immediately upon a written response from SELLER that rejects BUYER's requests, in whole or in part, BUYER may proceed under 6(C)(4) below.

BUYER'S Initials (_____)(_____) Date _____   SELLER'S Initials (~~BT~~)(_____) Date **3-8-18**

PROPERTY ADDRESS: _____ 40.06 +/- Acres at 1020 E Homedale Rd   **Caldwell**   83607   ID#: _U of I Homedale_

134   4. If SELLER does not agree to correct BUYER's items within the strict time period specified, or SELLER does not respond in writing within the strict time
135   period specified, then the BUYER has the option of either continuing the transaction without the SELLER being responsible for correcting these
136   deficiencies or giving the SELLER written notice within ___3___ business days (three [3] if left blank) that they will not continue with the transaction and
137   will receive their Earnest Money back.

138   5. If BUYER does not give such written notice of cancellation within the strict time periods specified, BUYER shall conclusively be deemed to have
139   elected to proceed with the transaction without repairs or corrections other than for items which SELLER has otherwise agreed in writing to repair or
140   correct. SELLER shall make the PROPERTY available for all Inspections. BUYER shall keep the PROPERTY free and clear of liens; indemnify and hold
141   SELLER harmless from all liability, claims, demands, damages and costs; and repair any damages arising from the inspections. No inspections may be
142   made by any governmental building or zoning inspector or government employee without the prior consent of SELLER unless required by local law. **No**
143   **inspections may be made by any governmental building or zoning inspector or government employee without the prior consent of SELLER,**
144   **unless required by local law.**

145   **7. TITLE CONVEYANCE:** Title of SELLER is to be conveyed by warranty deed, unless otherwise provided, and is to be marketable and insurable except
146   for rights reserved in federal patents, state or railroad deeds, building or use restrictions, building and zoning regulations and ordinances of any
147   governmental unit, and rights of way and easements established or of record. Liens, encumbrances or defects to be discharged by SELLER may be paid out
148   of purchase money at date of closing. No liens, encumbrances or defects, which are to be discharged or assumed by BUYER or to which title is taken
149   subject to, exist unless otherwise specified in this Agreement.

150   **8. TITLE INSURANCE: There may be types of title insurance coverages available other than those listed below and parties to this agreement**
151   **are advised to talk to a title company about any other coverages available that will give the buyer additional coverage.**
152   **(A). PRELIMINARY TITLE COMMITMENT:** Within _6_ business days (six [6] if left blank) of final acceptance of all parties, ☒SELLER or ☐BUYER shall
153   furnish to BUYER a preliminary commitment of a title insurance policy showing the condition of the title to said PROPERTY. BUYER shall have _66_
154   business days (two [2] if left blank) after receipt of the preliminary commitment, within which to object in writing to the condition of the title as set forth in
155   the preliminary commitment. If BUYER does not so object, BUYER shall be deemed to have accepted the conditions of the title. It is agreed that if the
156   title of said PROPERTY is not marketable, and cannot be made so within _7_ business days (two [2] if left blank) after SELLER'S receipt of a written
157   objection and statement of defect from BUYER, then BUYER'S Earnest Money deposit shall be returned to BUYER and SELLER shall pay for the cost of
158   title insurance cancellation fee, escrow and legal fees, if any.
159   **(B). TITLE COMPANY: The parties agree that**   **Fidelity National Title**   **Title Company located**
160   at _485 E Riverside Dr., Suite 200   Eagle, ID   83616_   **shall provide the title policy and preliminary report of commitment.**
161   **(C). STANDARD COVERAGE OWNER'S POLICY:** SELLER shall within a reasonable time after closing furnish to BUYER a title insurance policy in the
162   amount of the purchase price of the PROPERTY showing marketable and insurable title subject to the liens, encumbrances and defects elsewhere set
163   out in this Agreement to be discharged or assumed by BUYER unless otherwise provided herein. **The risk assumed by the title company in the**
164   **standard coverage policy is limited to matters of public record.** BUYER shall receive a ILTA/ALTA Owner's Policy of Title Insurance. A title
165   company, at BUYER's request, can provide information about the availability, desirability, coverage and cost of various title insurance coverages and
166   endorsements. If BUYER desires title coverage other than that required by this paragraph, BUYER shall instruct Closing Agency in writing and pay any
167   increase in cost unless otherwise provided herein.
168   **(D). EXTENDED COVERAGE LENDER'S POLICY (Mortgagee policy):** The lender may require that BUYER (Borrower) furnish an Extended Coverage
169   Lender's Policy. This extended coverage lender's policy considers matters of public record and additionally insures against certain matters not shown in
170   the public record. **This extended coverage lender's policy is solely for the benefit of the lender and only protects the lender.**

171   **9. COVENANTS, CONDITIONS AND RESTRICTIONS (CC&Rs):** As part of the BUYER'S inspection of the PROPERTY as set forth in Section 6,
172   BUYER is responsible for obtaining and reviewing a copy of any CC&Rs which may affect the PROPERTY. BUYER shall have _N/A_ business days (ten
173   [10] if left blank) (but in no event shall such time period exceed that time period set forth for inspections in Section 6) to review any CC&Rs that may affect
174   the PROPERTY. Unless BUYER delivers to SELLER a written and signed objection to the terms of any applicable CC&Rs with particularity describing
175   BUYER'S reasonable objections within such time period as set forth above, BUYER shall be deemed to have conclusively waived any objection to the terms
176   of any CC&Rs affecting the PROPERTY, nothing contained herein shall constitute a waiver of BUYER to challenge CC&Rs directly with a homeowners
177   association after closing. If BUYER timely and reasonably objects to a term of the CC&Rs, this Agreement shall terminate and the Earnest Money shall be
178   returned to BUYER.

179   **10. SUBDIVISION HOMEOWNER'S ASSOCIATION:** BUYER is aware that membership in a Home Owner's Association may be required and
180   BUYER agrees to abide by the Articles of Incorporation, Bylaws and rules and regulations of the Association. BUYER is further aware that the PROPERTY
181   may be subject to assessments levied by the Association described in full in the Declaration of Covenants, Conditions and Restrictions. BUYER has
182   reviewed Homeowner's Association Documents: ☐Yes ☐No ☒N/A. Association fees/dues are $_____ per_____:
183   ☐BUYER ☐SELLER ☐Shared Equally ☒N/A to pay Homeowner's Association SET UP FEE of $_____and/or
184   ☐BUYER ☐SELLER ☐Shared Equally ☒N/A to pay Homeowner's Association PROPERTY TRANSFER FEES of $_____ at closing.

185   **11. INTERSTATE LAND SALES FULL DISCLOSURE ACT: This Vacant Land Real Estate Purchase and Sale Agreement is NOT intended to**
186   **be used for situations in which Seller owns and is selling one hundred (100) or more lots.** Properties containing one hundred (100) or more lots for
187   sale may be subject to the reporting and disclosure requirements of the Interstate Land Sales Full Disclosure Act ("Act"), 15 USC § 1701 et seq. If you have
188   questions regarding this Act, contact your attorney before signing. Any contract or agreement for the sale or lease of a lot subject to the Act may be revoked
189   at the option of the purchaser or lessee until midnight of the seventh day following the signing of such contract or agreement or until such later time as may
190   be required pursuant to applicable law. Any contract or agreement for the sale or lease of a lot for which a property report is required by the Act and the
191   property report has not been given to the purchaser or lessee in advance of his or her signing such contract or agreement, such contract or agreement may
192   be revoked at the option of the purchaser or lessee within two (2) years from the date of such signing.

193   **12. FARM/CROPS/TIMBER RIGHTS:** SELLER, or any tenant of SELLER, shall be allowed to harvest, sell or assign any annual crops which have been
194   planted on the PROPERTY prior to the date of this Contract, even though said harvest time may occur subsequent to the date of the settlement of this
195   contract, unless otherwise agreed by attached addendum. If the crop consists of timber, then neither SELLER nor any tenant of SELLERS shall have any
196   right to harvest the timber unless the right to remove same shall be established by an attached addendum. Notwithstanding the provisions hereof, any tenant
197   who shall be leasing the PROPERTY shall be allowed to complete the harvest of any annual crops that have been planted prior to the date of Contract
198   Acceptance as previously agreed between SELLER and Tenant. **ANY AND ALL SUCH TENANT AGREEMENTS ARE TO BE ATTACHED.**

199   **13. NOXIOUS WEEDS:** BUYER of the PROPERTY in the State of Idaho should be aware that some properties contain noxious weeds. The laws of the
200   State of Idaho require owners of property within this state to control, and to the extent possible, eradicate noxious weeds. For more information concerning
201   noxious weeds and your obligations as an owner of property, contact your local county extension office.

BUYER'S Initials (_____)(_____) Date _____   SELLER'S Initials (_BH_)(_____) Date _3-8-18_

JULY 2017 EDITION   RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT

PROPERTY ADDRESS:_____40.06 +/- Acres at 1020 E Homedale Rd_____ **Caldwell**_____ **83607**___ ID#:_ **U of I Homedale**__

202 **14. MINERAL RIGHTS:** Any and all mineral rights appurtenant to the PROPERTY are included in and are part of the sale of this PROPERTY, and are
203 not leased or encumbered, unless otherwise agreed to by the parties in writing.
204 **15. WATER RIGHTS:** Any and all water rights including but not limited to water systems, wells, springs, lakes, streams, ponds, rivers, ditches, ditch rights,
205 and the like, if any, appurtenant to the PROPERTY are included in and are a part of the sale of this PROPERTY, and are not leased or encumbered, unless
206 otherwise agreed to by the parties in writing.
207 **16. RISK OF LOSS OR NEGLECT:** Prior to closing of this sale, all risk of loss shall remain with SELLER. In addition, should the PROPERTY be
208 materially damaged by fire, neglect, or other destructive cause prior to closing, this agreement shall be voidable at the option of the BUYER.
209 **17. BUSINESS DAYS:** A business day is herein defined as Monday through Friday, 8:00 A.M. to 5:00 P.M. in the local time zone where the subject real
210 PROPERTY is physically located. A business day shall not include any Saturday or Sunday, nor shall a business day include any legal holiday recognized
211 by the state of Idaho as found in Idaho Code §73-108. If the time in which any act required under this agreement is to be performed is based upon a
212 business day calculation, then it shall be computed by excluding the calendar day of execution and including the last business day. The first business day
213 shall be the first business day after the date of execution. If the last day is a legal holiday, then the time for performance shall be the next subsequent
214 business day.
215 **18. CALENDAR DAYS:** A calendar day is herein defined as Monday through Sunday, midnight to midnight, in the local time zone where the subject real
216 PROPERTY is physically located. A calendar day shall include any legal holiday. The time in which any act required under this agreement is to be performed
217 shall be computed by excluding the date of execution and including the last day, thus the first day shall be the day after the date of execution. Any reference
218 to "day" or "days" in this agreement means the same as calendar day, unless specifically enumerated as a "business day."
219 **19. SEVERABILITY:** In the case that any one or more of the provisions contained in this Agreement or any application thereof, shall be invalid, illegal or
220 unenforceable in any respect, the validity, legality or unenforceability of the remaining provisions shall not in any way be affected or impaired thereby.
221 **20. TRANSMISSION OF DOCUMENTS:** Facsimile or electronic transmission of any signed original document, and retransmission of any signed
222 facsimile or electronic transmission shall be the same as delivery of an original. At the request of either the BUYER or SELLER, or the LENDER, or the
223 Closing Agency, the BUYER and SELLER will confirm facsimile or electronic transmitted signatures by signing an original document.
224 **21. COUNTERPARTS:** This Agreement may be executed in counterparts. Executing an agreement in counterparts shall mean the signature of two
225 identical copies of the same agreement. Each identical copy of an agreement signed in counterparts is deemed to be an original, and all identical copies
226 shall together constitute one and the same instrument.
227 **22. ENTIRE AGREEMENT:** This Agreement contains the entire Agreement of the parties respecting the matters herein set forth and supersedes all prior
228 Agreements between the parties respecting such matters.
229 **23. SALES PRICE INFORMATION:** Pursuant to Idaho Code §54-2083(6)(d), a "sold" price of real property is not confidential client information.
230 **24. AUTHORITY OF SIGNATORY:** If BUYER or SELLER is a corporation, partnership, trust, estate, or other entity, the person executing this
231 agreement on its behalf warrants his or her authority to do so and to bind BUYER or SELLER.
232 **25. ADDITIONAL CONTINGENCIES AND COSTS:** The closing of this transaction is contingent upon written satisfaction or waiver of the
233 contingencies listed in the "contingencies" column below. In addition, the parties shall satisfy all contingencies set forth in this section by close of business
234 (Date):___**N/A**___ unless otherwise agreed to by the parties in writing. The parties agree to pay the following costs as indicated below. None of the costs
235 to be paid by the parties in this section creates an inspection or performance obligation other than strictly for the payment of costs unless otherwise stated
236 below. There may be other costs incurred in addition to those set forth below. Such costs may be required by the lender, by law, or by other such
237 circumstances. Requested tests/inspection reports as indicated below shall be provided to the other party within_____business days (ten [10] if left blank)
238 prior to closing.
239 Upon closing SELLER agrees to pay ☐___**N/A**___% of the purchase price OR ☐$_____**N/A**_____ (dollar amount) (N/A if left blank)
240 of lender-approved BUYER'S closing costs, lender fees, and prepaid costs which include but are not limited to those items in
241 BUYER columns marked below. This concession can also be used for any other expense not related to financing at the BUYER's
242 discretion.

COSTS	BUYER	SELLER	Shared Equally	N/A	CONTINGENCIES	BUYER	SELLER	Shared Equally	N/A
Appraisal Fee				✗	Environmental Inspection (Phase 1)				✗
Long Term Escrow Fees				✗	Environmental Inspection (Phase 2)				✗
Closing Escrow Fee			✗		Environmental Inspection (Phase 3)				✗
Survey Shall be ordered by: ☐BUYER ☐SELLER				✗	PERC Test				✗
Flood Certification/Tracking Fee			✗		Zoning Variance				✗
Title Ins. Standard Coverage Owner's Policy		✗			Soil(s) Test(s)				✗
Title Ins. Extended Coverage **Lender's** Policy – Mortgagee Policy				✗	Hazardous Waste Report(s)				✗
Additional Title Coverage				✗					
Water Rights Transfer Fee			✗						
Attorney Contract Preparation or Review Fee				✗					

BUYER'S Initials (_____)(_____) Date _____   SELLER'S Initials (_~~BA~~_)(_____) Date **3-8-18**

JULY 2017 EDITION   RE-24 VACANT LAND PURCHASE AND SALE AGREEMENT   Page 4 of 6

26. DEFAULT: <u>If BUYER defaults</u> in the performance of this Agreement, SELLER has the option of: (1) accepting the Earnest Money as liquidated damages or (2) pursuing any other lawful right or remedy to which SELLER may be entitled. If SELLER elects to proceed under (1), SELLER shall make demand upon the holder of the Earnest Money, upon which demand said holder shall pay from the Earnest Money the costs incurred by SELLER's Broker on behalf of SELLER and BUYER related to the transaction, including, without limitation, the costs of title insurance, escrow fees, credit report fees, inspection fees and attorney's fees; and said holder shall pay any balance of the Earnest Money, one-half to SELLER and one-half to SELLER's Broker, provided that the amount to be paid to SELLER's Broker shall not exceed the Broker's agreed-to commission. SELLER and BUYER specifically acknowledge and agree that if SELLER elects to accept the Earnest Money as liquidated damages, such shall be SELLER's sole and exclusive remedy, and such shall not be considered a penalty or forfeiture. If SELLER elects to proceed under (2), the holder of the Earnest Money shall be entitled to pay the costs incurred by SELLER's Broker on behalf of SELLER and BUYER related to the transaction, including, without limitation, the costs of brokerage fee, title insurance, escrow fees, credit report fees, inspection fees and attorney's fees, with any balance of the Earnest Money to be held pending resolution of the matter. <u>If SELLER defaults</u>, having approved said sale and fails to consummate the same as herein agreed, BUYER's Earnest Money deposit shall be returned to him/her and SELLER shall pay for the costs of title insurance, escrow fees, credit report fees, inspection fees, brokerage fees and attorney's fees, if any. This shall not be considered as a waiver by BUYER of any other lawful right or remedy to which BUYER may be entitled.

27. EARNEST MONEY DISPUTE / INTERPLEADER: Notwithstanding any termination or breach of this Agreement, BUYER and SELLER agree that in the event of any controversy regarding the Earnest Money and things of value held by Broker or closing agency, Broker may reasonably rely on the terms of this Agreement or other written documents signed by both parties to determine how to disburse the disputed money. However, Broker or closing agency shall not be required to take any action but may await any proceeding, or at Broker's or closing agency's option and sole discretion, may interplead all parties and deposit any moneys or things of value into a court of competent jurisdiction and shall recover all costs which were incurred as a result of the dispute including, but not limited to, reasonable attorney's fees. If either parties' Broker incurs attorney's fees as a result of any Earnest Money dispute, whether or not formal legal action is taken, said Broker is entitled to recover actual fees incurred from either BUYER or SELLER.

28. ATTORNEY'S FEES: If either party initiates or defends any arbitration or legal action or proceedings which are in any way connected with this Agreement, the prevailing party shall be entitled to recover from the non-prevailing party reasonable costs and attorney's fees, including such costs and fees on appeal.

29. TIME IS OF THE ESSENCE IN THIS AGREEMENT.

30. CLOSING: On or before the closing date, BUYER and SELLER shall deposit with the closing agency all funds and instruments necessary to complete this transaction. **Closing means the date on which all documents are either recorded or accepted by an escrow agent and the sale proceeds are available to SELLER.** The closing shall be no later than (Date)_____ **See Addendum #1** _____.
The parties agree that the **CLOSING AGENCY** for this transaction shall be _____ **Fidelity National Title** _____
located at _____ **485 E Riverside Dr., Suite 200 Eagle, ID 83616** _____. If a long-term escrow /collection is involved, then the long-term escrow holder shall be_____ **Fidelity National Title** _____.

31. POSSESSION: BUYER shall be entitled to possession ☒upon closing or ☐date _____ at _____ ☐am ☐pm.

32. PRORATIONS: Property taxes and water assessments (using the last available assessment as a basis), rents, interest and reserves, liens, encumbrances or obligations assumed, and utilities shall be prorated ☒upon closing or as of ☐date _____.
BUYER to reimburse SELLER for fuel in tank ☐ Yes ☐ No ☒ N/A. Dollar amount may be determined by SELLER's supplier.

33. SPECIAL CONSIDERATIONS AND CONTINGENCIES: This Agreement is made subject to the following special considerations and/or contingencies which must be satisfied prior to closing:_____
_____
_____
_____
_____
_____
_____

34. REPRESENTATION CONFIRMATION: Check one (1) box in Section 1 and one (1) box in Section 2 below to confirm that in this transaction, the brokerage(s) involved had the following relationship(s) with the BUYER(S) and SELLER(S).

Section 1:
- ☐ A. The brokerage working with the BUYER(S) is acting as an **AGENT** for the BUYER(S).
- ☐ B. The brokerage working with the BUYER(S) is acting as a **LIMITED DUAL AGENT** for the BUYER(S), without an **ASSIGNED AGENT**.
- ☐ C. The brokerage working with the BUYER(S) is acting as a **LIMITED DUAL AGENT** for the BUYER(S) and has an **ASSIGNED AGENT** acting solely on behalf of the BUYER(S).
- ☒ D. The brokerage working with the BUYER(S) is acting as a **NONAGENT** for the BUYER(S).

Section 2:
- ☒ A. The brokerage working with the SELLER(S) is acting as an **AGENT** for the SELLER(S).
- ☐ B. The brokerage working with the SELLER(S) is acting as a **LIMITED DUAL AGENT** for the SELLER(S), without an **ASSIGNED AGENT**.
- ☐ C. The brokerage working with the SELLER(S) is acting as a **LIMITED DUAL AGENT** for the SELLER(S) and has an **ASSIGNED AGENT** acting solely on behalf of the SELLER(S).
- ☐ D. The brokerage working with the SELLER(S) is acting as a **NONAGENT** for the SELLER(S).

Each party signing this document confirms that he has received, read and understood the Agency Disclosure Brochure adopted or approved by the Idaho real estate commission and has consented to the relationship confirmed above. In addition, each party confirms that the brokerage's agency office policy was made available for inspection and review. EACH PARTY UNDERSTANDS THAT HE IS A "CUSTOMER" AND IS NOT REPRESENTED BY A BROKERAGE UNLESS THERE IS A SIGNED WRITTEN AGREEMENT FOR AGENCY REPRESENTATION.

BUYER'S Initials (_____)(_____) Date _____   **SELLER'S** Initials (_BT_)(_____) Date **3-8-18**

PROPERTY ADDRESS:_____ 40.06 +/- Acres at 1020 E Homedale Rd _____ Caldwell _____ 83607 _ ID#:__U of I Homedale__

312   **35. ASSIGNMENT:** This Agreement and any rights or interests created herein ☒ may ☐ may not be sold, transferred, or otherwise assigned.
313

314   **36. ACCEPTANCE:** This offer is made subject to the acceptance, counter or rejection of SELLER and BUYER on or before (Date) **3/9/2018**
315   at (Local Time in which PROPERTY is located)_____ **5:00** _____ ☐ A.M. ☒ P.M.
316
317

318   **37. BUYER'S SIGNATURES:**
319   ☒ SEE ATTACHED BUYER'S ADDENDUM(S): _____ **1** _____ (Specify number of BUYER addendum(s) attached.)
320   ☒ SEE ATTACHED BUYER'S EXHIBIT(S):_____ **2** _____ (Specify number of BUYER exhibit(s) attached.)
321
322   ☐ BUYER does currently hold an active Idaho real estate license.   ☐ BUYER is related to agent.
323
324
325   BUYER Signature_____   BUYER (Print Name)_____
326
327   Date _____ Time _____ ☐ A.M. ☐ P.M.   Phone # _____ Cell #_____
328
329   Address_____   E-Mail _____
330
331   City_____ State _____ Zip _____   Fax #_____
332
333   -
334
335   ☐ BUYER does currently hold an active Idaho real estate license.   ☐ BUYER is related to agent
336
337   BUYER Signature_____   BUYER (Print Name)_____
338
339   Date _____ Time _____ ☐ A.M. ☐ P.M.   Phone # _____ Cell #_____
340
341   Address_____   E-Mail _____
342
343   City_____ State _____ Zip _____   Fax #_____
344

345
346   **38. SELLER'S SIGNATURES:** On this date, I/We hereby approve and accept the transaction set forth in the above Agreement and agree to carry out all
347   the terms thereof on the part of the SELLER.
348   ☐ SIGNATURE(S) SUBJECT TO ATTACHED COUNTER OFFER
349   ☒ SIGNATURE(S) SUBJECT TO ATTACHED ADDENDUM(S) # _Addendum #1_
350   ☐ SIGNATURE(S) SUBJECT TO ATTACHED EXHIBIT(S) # _Exhibit A & B_
351
352   ☐ SELLER does currently hold an active Idaho real estate license.   ☐ SELLER is related to agent.
353
354   SELLER Signature_[signature]_   SELLER (Print Name)_Board of Regents of the University of Idaho_
355
356   Date **3-8-18** Time _____ ☐ A.M. ☐ P.M.   Phone # _____ Cell #_____
357
358   Address _875 Perimeter Dr MS 3168_   E-Mail_____
359
360   City _Moscow_ State _ID_ Zip _83844_ Fax #_____
361   _-3168_
362   -
363
364   ☐ SELLER does currently hold an active Idaho real estate license.   ☐ SELLER is related to agent.
365
366
367   SELLER Signature_____   SELLER (Print Name)_____
368
369   Date _____ Time _____ ☐ A.M. ☐ P.M.   Phone # _____ Cell #_____
370
371   Address_____   E-Mail _____
372
373   City_____ State _____ Zip _____   Fax #_____
374

375
376   **LATE ACCEPTANCE**
377
378   If acceptance of this offer is received after the time specified, it shall not be binding on the BUYER unless BUYER approves of said acceptance within _____
379   calendar days (three [3] if left blank) by BUYER initialing HERE (_____)(_____) Date _____. If BUYER timely approves of SELLER's late
380   acceptance, an initialed copy of this page shall be immediately delivered to SELLER.

Addendum #1

Addendum to RE-24 Vacant Land
Real Estate Purchase and Sale Agreement
Dated: March 8, 2018
Contract ID: U of I Homedale
Buyer: Endurance Holdings, LLC

1) Sale is contingent upon approval from the Board of Regents of the University of Idaho being granted prior to April 30, 2018. In the event the Board fails to approve by said date, this agreement shall be terminated and all Earnest Money shall be refunded to Buyer.

2) Buyer shall have 90 calendar days for inspections, due diligence and title review ("Due Diligence Period" or "DDP"). If Buyer terminates this Agreement prior to the expiration of the Due Diligence Period, all Earnest Money shall be returned to Buyer. If Buyer does not terminate this Agreement prior to the expiration of Due Diligence Period, Buyers' Earnest Money shall become non-refundable, will be immediately released to Seller, and will be applied to the Purchase Price at Closing.

3) Seller agrees to cooperate with Buyer in his development applications to the applicable government agencies. Seller's cooperation shall include but is not limited to the signing of any affidavits of legal interest in the Property. Seller will not be responsible for any costs associated with such cooperation/application.

4) Seller's and Renter's personal property are excluded from this transaction.

5) Buyer acknowledges that Seller has a farm lease on the property for the 2018 crop year and will provide Buyer with a copy of the farm lease within five (5) days of mutual execution of this agreement. Tenant shall be allowed to plant and harvest any annual crops during the 2018 crop year. This lease may be terminated after the 2018 crop year. Seller will assign all of seller's rights and interests in this lease to buyer at closing and cooperate with buyer in termination of the lease in 2018 if termination is desired by buyer.

6) Section 14, Mineral Rights, in the Purchase and Sale Agreement shall be deleted in its entirety.

7) Seller represents the property is subject to no other leases other than that lease referred to in Item #5 above."

8) Seller agrees that the building will be vacant at Closing.

9) Buyer acknowledges and accepts the structures on the Subject Property in "As Is" condition.

10) Title to be conveyed by Special Warranty Deed.

11) Buyer acknowledges and accepts that the Subject Property includes scrapie contamination.

12) Exhibit B is included in this Agreement for general illustration purposes only.

13) Closing shall occur on or before 30 Calendar Days following the expiration of the Due Diligence Period.

To the extent the terms of this ADDENDUM modify or conflict with any provision of the Purchase and Sale Agreement including all prior Addendums of Counter Offers, these terms shall control. All other terms of the Purchase and Sale Agreement including all prior Addendums or Counter Offers not modified by this Addendum shall remain the same. Upon its execution by both parties, this agreement is made an integral part of the aforementioned Agreement.

_____   _____   _____   3-8-18
Buyer's Signature   Date   Seller's Signature   Date

Addendum #1 Page 1 of 1

Exhibit A
Exhibit to RE-24 Vacant Land
Real Estate Purchase and Sale Agreement
Dated: March 8, 2018
Contract ID: U of I Homedale
Buyer: Endurance Holdings, LLC

Legal Description

- THE REGENTS OF THE UNIVERSITY OF IDAHO -

Their...... heirs and assigns, all of the said tract and parcel of land situated in the County of........................CANYON

and State of Idaho, and described as follows, to-wit: A parcel of land situated in the East Half of the Northwest Quarter (E½NW¼) of Section Ten (10), Township Three (3) North, Range Three (3) West, Boise Meridian, Canyon County, Idaho more particularly described as follows:

Beginning at the North 1/4 corner of said Section 10;
thence along the centerline of said Section 10 South 0°34'30" West, 2539.17 feet to a point on the centerline of Deer Flat Canal;
thence along the centerline of Deer Flat Canal North 39°04'48" West, 65.76 feet to a point;
thence North 30°02'18" West, 392.00 feet to a point of curvature;
thence along a curve to the left whose central angle is 50°14'11", whose radius is 481.76 feet, whose arc length is 420.99 feet, whose tangent is 225.00 feet and whose long chord bears North 55°04'23" West, 407.72 feet to a point; thence North 80°06'29" West, 259.60 feet to a point;
thence leaving said centerline of Deer Flat Canal North 1870.61 feet to a point on the North line of said Section 10; thence East 853.20 feet to the REAL POINT OF BEGINNING, containing Forty (40.00) acres, more or less, and subject to Easement No. 819 to the University of Idaho for an experiment farm and improvements thereon; also subject to Easement No. 4629 to Idaho Power Company for an underground powerline.

To have and to hold the said premises and parcel of land above particularly described, with the appurtenances thereon, unto the said

_____		_____
Buyer's Signature	Date	Seller's Signature 3-8-18
		Date

Exhibit A Page 1 of 1

Exhibit B
Exhibit to RE-24 Vacant Land
Real Estate Purchase and Sale Agreement
Dated: March 8, 2018
Contract ID: U of I Homedale
Buyer: Endurance Holdings, LLC

General Property Illustration

Buyer's Signature _____ Date _____

Seller's Signature _____ Date 3-8-18

Exhibit B   Page **1** of **1**

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Aerial and Front Views

GOOGLE EARTH AERIAL VIEWS

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UNIVERSITY OF IDAHO

SUBJECT
Athletics plan to address football subdivision transition and athletic budget deficits

REFERENCE

February 2017	University of Idaho (UI) reported to State Board of Education (Board) on projected deficit balance for Athletics at the end of FY2017.
April 2017	Board approved one-year waiver of UI Institutional Fund athletic limit, allowing additional funds to be spent on Athletics and avoid FY2017 deficit. Directed UI to report on revisions to Athletics budget at April 2018 Board meeting.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.X.

ALIGNMENT WITH STRATEGIC PLAN
GOAL 1: A WELL-EDUCATED CITIZENRY
Objective C: Higher Level of Educational Attainment – Increase successful progression through Idaho's educational system.
Performance Measure I. Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study.

Performance Measure III. Percentage of new full-time degree-seeking students who return (or who graduate) for second year in an Idaho postsecondary public institution.

BACKGROUND/ DISCUSSION
Annually the Department of Athletics brings 330 to 350 full-time student-athletes to UI. The vast majority of these students would not be attending college at UI but for the opportunity provided to play National Collegiate Athletic Association (NCAA) sports in conjunction with their education, many of whom would not be able to afford a higher education degree but for the sports scholarships offered by the Department of Athletics. By creating these educational opportunities, the Department of Athletics is contributing to the Board's strategic vision of creating a highly educated citizenry. Student-athletes are subject to strict progress toward degree requirements. On the whole, they have higher grade point averages and graduate at a higher rate than the general student body. Approximately 30% of University of Idaho student-athletes are first generation college students and through an athletic scholarship have an opportunity to positively change the course of their lives through education.

In February 2017, UI approached the Board to report that it was projecting a deficit balance in athletics at the end of fiscal year 2017. Initial estimates developed early in the year put the projected deficit at $1,093,000. Past shortfalls had been covered by athletics reserves. Because those reserves were exhausted prior to the 2017 budget year, the institution was seeking to invest additional funds into the athletics program to prevent a deficit.

During fiscal year 2017, athletics expenditures tracked very closely with initial budget estimates. However, revenue collections fell short of budget in several major categories. Those revenue shortfalls, which included football game guarantees and donations, were the primary driver of the projected deficit. Student fee revenue had also decreased significantly over the past several years as a result of declining student enrollment.

Related to student fee revenue, it should be noted that the ability to increase athletics fees is limited by Board policy. Accordingly, athletics student fee collections had not kept pace with the growth in tuition rates. Over the years, increases in tuition had increased scholarship costs within the Athletics Department. But without corresponding increases in athletics student fee collections, the revenue available to fund those scholarships had not kept pace with rising costs.

Near the end of calendar year 2016, two key football events generated additional revenue that reduced the projected FY2017 deficit. In December 2016, the Vandals were invited to compete in the Famous Idaho Potato Bowl. Participation in this game generated additional net revenue to help offset the projected operating deficit. In addition, the Sun Belt Conference finished in 3rd place overall (within the Group of 5), while the Athletics Department had budgeted revenue associated with a 5th place finish. This improved conference standing also generated additional revenue for the Athletics Department. Taking into consideration both the Famous Idaho Potato Bowl and an improved conference finish, the institution revised the deficit projection down to under $1 million.

To address the above-noted temporary shortfalls, and to smooth the transition from the Football Bowl Subdivision (FBS) to the Football Championship Subdivision (FCS) and the accompanying adjustments to overall athletics operations, UI sought the Board's permission to invest additional institutional funds (above the athletic limit)—up to $1 million per year for up to four years. In April 2017, the Board approved a one-time, one-year waiver of the FY2017 institutional funds cap, authorizing expenditure of an additional $950,000 from available institutional funds. The waiver allowed the institution to avoid an overall athletics operating deficit in FY2017 and provided for continuity of athletic operations while the department realigned its programs to balance expenditures and revenues during the FBS-to-FCS transition. The Board directed UI to return in April 2018 to report on its revised athletics budget plans.

In accordance with the Board's direction to return in April 2018 with a plan, UI has drafted a multi-year financial plan for the athletics department that will result in future balanced athletic budgets.

IMPACT

Upon Board approval, UI's proposed athletic plan will enable UI to carry out a smooth transition during the ongoing FBS to FCS transition, preserve access and opportunities for student athletes, and establish viable, balanced budgets for athletic department operations.

ATTACHMENTS

Attachment 1 – Outline of proposed Athletics financial plan   Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The Business Affairs and Human Resources (BAHR) Committee received a detailed presentation on the UI's proposed athletic budget plan at its meeting on April 6, 2018. BAHR has forwarded the proposal to the full Board for consideration and approval. An overview of the UI's presentation is provided at Attachment 1.

In order for UI to implement its plan option of adding sports (and generating additional revenue through increased enrollment and other efficiency measures) rather than immediate elimination of sports to avoid an athletic budget deficit, the Board would need to waive its current policy (V.X.5.) which requires that deficits be eliminated within two fiscal years.

BOARD ACTION

I move to waive the requirement that a plan for balancing an athletic budget deficit be completed within two fiscal years for the University of Idaho as it realigns its athletic programs and associated budgets. The University is directed to implement a plan which will eliminate its athletic deficit within four years, by the end of FY2022, and to provide annual progress reports on implementation of the budget plan to the Board each April, or as otherwise stipulated by the Executive Director.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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ATHLETICS FUNDING AND SPENDING

UNIVERSITY OF IDAHO
CHUCK STABEN, PRESIDENT
APRIL 6, 2018

University of Idaho

TAB 13 Page 5

ROLE OF ATHLETICS IN HIGHER EDUCATION

- Competition opportunities for student-athletes

- Scholarship opportunities for student-athletes

- Student-athlete support (team, mentors, academic support)

- Student, fan and community engagement

- University visibility and media presence

- Revenue

  - Media, tickets, licensing, donations, etc.*

  - **Student-athlete net tuition/auxiliary revenue**

PHILOSOPHY OF ATHLETICS SPENDING

- Athletics benefit may incur net cost

- Cost borne by all students should be constrained and minimized where possible

- **Cap policy has never recognized institutional revenue, only Athletics expenses**

- How should we calculate institutional costs?

- What is the acceptable costs?

- How can we optimize benefits?

CHARACTERISTICS AND CONSTRAINTS

▯ Student-athletes choose schools in order to compete there

▯ NCAA Football Championship Subdivision (FCS) programs must offer a minimum of:

- 7 all male or mixed teams, including football, and 7 all-female sports (maximum of 2 emerging sports) teams, *OR ...*

- 6 all male or mixed teams, including football, and 8 all-female sports (maximum of 2 emerging sports) teams

- U of I currently offers 16 sports

▯ The Big Sky Conference has 13 core sports

- March 2018: BSC voted against any change in waiver policy or granting of waivers

▯ Title IX compliance

FOOTBALL – PARTICIPANTS:	36%
Operational Revenue	$4,743,595
Allocated Revenue	$1,110,712
Out-of-state Tuition (Non-scholarship)	$220,408
Tuition/Fees/Books (Non-scholarship)	$190,561
Tuition/Fees/Books (Athletics)	$715,543
Total Revenue – No Room and Board	$6,980,819
Room and Board (Non-scholarship)	$188,755
Room and Board (Athletics)	$709,126
Total Room and Board Revenue	$897,881
Total Revenue	$7,878,700
Operational Expenditures	$5,924,544
Overhead Expenditures	$1,983,270
Total Expenses	$7,907,814
Net Revenue – No Room and Board	$(926,995)
TOTAL NET REVENUE	$(29,114)

FOOTBALL AT U OF I

REVENUE & EXPENDITURES

- I Football is essentially revenue neutral at U of I
- I Will move to 63 scholarships shared by 85 student-athletes
- I Operational revenue will decrease as an FCS participant
- I Operational expenditures will also decrease

TAB 13 Page 9

WOMEN'S BASKETBALL – PARTICIPANTS:	4%
Operational Revenue	$268,276
Allocated Revenue	$134,946
Out-of-state Tuition (Non-scholarship)	$ -
Tuition/Fees/Books (Non-scholarship)	$ -
Tuition/Fees/Books (Athletics)	$110,084
Total Revenue – No Room & Board	$513,306
Room and Board (Non-scholarship)	$ -
Room and Board (Athletics)	$109,096
Total Room & Board Revenue	$109,096
Total Revenue	$622,402
Operational Expenditures	$1,208,762
Overhead Expenditures	$240,958
Total Expenses	$1,449,720
Net Revenue – No Room & Board	$(936,414)
TOTAL NET REVENUE	$(827,318)

WOMENS' BASKETBALL AT U OF I

REVENUE & EXPENSES

- Women's Basketball has 15 "Head Count" scholarships

- All head count sports other than football are net revenue negative

NET REVENUE BY SPORT

	36%	5%	10%	3%	3%	6%	4%	11%	10%	2%	3%	9%	Total
	MFB	**MBB**	**MTR**	**MGO**	**MTE**	**WVB**	**WBB**	**WSW**	**WTR**	**WGO**	**WTE**	**WSO**	**Total**
Operational Revenue	$ 4,743,595	$ 473,885	$ 194,225	$ 69,424	$ 59,396	$ 184,796	$ 268,276	$ 163,594	$ 264,450	$ 95,608	$ 95,216	$ 249,850	$ 6,862,315
Allocated Revenue	$ 1,110,712	$ 155,707	$ 311,415	$ 83,044	$ 83,044	$ 176,468	$ 134,946	$ 332,176	$ 301,034	$ 72,663	$ 83,044	$ 269,893	$ 3,114,147
Out-of-State Tuition NS	220,408	32,653	172,408	43,429	52,082	48,980	-	281,224	210,612	21,388	32,653	209,959	1,325,796
Tuition/Fees/Books NS	$ 190,561	$ 16,924	$ 175,945	$ 32,007	$ 35,474	$ 42,347	$ -	$ 170,350	$ 155,293	$ 11,085	$ 16,924	$ 114,757	$ 961,667
Tuition/Fees/Books -athletics	$ 715,543	$ 110,084	$ 78,149	$ 35,726	$ 32,240	$ 101,616	$ 110,084	$ 100,499	$ 90,264	$ 48,160	$ 50,808	$ 105,297	$ 1,578,470
Total Revenue - No R&B	$ 6,980,819	$ 789,253	$ 932,142	$ 263,630	$ 262,236	$ 554,207	$ 513,306	$ 1,047,843	$ 1,021,653	$ 248,904	$ 278,645	$ 949,756	$13,842,395
Room & Board NS	$ 188,755	$ 16,791	$ 174,211	$ 31,717	$ 35,161	$ 41,945	$ -	$ 168,914	$ 153,887	$ 10,998	$ 16,791	$ 113,832	$ 953,002
Room & Board Athletics	$ 709,126	$ 109,096	$ 77,455	$ 35,415	$ 31,987	$ 100,704	$ 109,096	$ 99,688	$ 89,448	$ 47,764	$ 50,352	$ 104,416	$ 1,564,547
Total R&B Revenue	$ 897,881	$ 125,887	$ 251,666	$ 67,132	$ 67,148	$ 142,649	$ 109,096	$ 268,602	$ 243,335	$ 58,762	$ 67,143	$ 218,248	$ 2,517,549
Total Revenue	$ 7,878,700	$ 915,140	$ 1,183,808	$ 330,762	$ 329,384	$ 696,856	$ 622,402	$ 1,316,445	$ 1,264,988	$ 307,666	$ 345,788	$1,168,004	$16,359,944
Operational Expenditures	$ 5,924,544	$ 1,663,988	$ 468,928	$ 229,427	$ 222,861	$ 751,316	$ 1,208,762	$ 507,135	$ 595,247	$ 317,665	$ 246,470	$ 669,850	$12,806,191
Overhead Expenditures	$ 1,983,270	$ 278,029	$ 556,057	$ 148,282	$ 148,282	$ 315,099	$ 240,958	$ 593,128	$ 537,522	$ 129,747	$ 148,282	$ 481,916	$ 5,560,571
Total Expenses	$ 7,907,814	$ 1,942,017	$ 1,024,985	$ 377,709	$ 371,143	$ 1,066,415	$ 1,449,720	$ 1,100,263	$ 1,132,769	$ 447,411	$ 394,751	$1,151,766	$18,366,762
Net Revenue No R&B	$ (926,995)	$ (1,152,763)	$ (92,843)	$(114,079)	$ (108,907)	$ (512,207)	$ (936,414)	$ (52,420)	$ (111,116)	$ (198,507)	$(116,106)	$ (202,010)	$ (4,524,367)
Total Net Revenue	$ (29,114)	$ (1,026,876)	$ 158,823	$ (46,947)	$ (41,759)	$ (369,558)	$ (827,318)	$ 216,182	$ 132,219	$ (139,745)	$ (48,963)	$ 16,238	$ (2,006,818)
Removes all Institutional Support and Student Fees from Revenues													
Removes debt service costs from expenditures													

I Most sports are essentially net revenue neutral

I Equivalency sports generate more net revenue than head count sports

I Equivalency sports can be "revenue optimized"

REVENUE CATEGORY	AMOUNT
Tuition/Books/Fees (Athletics)	$1,578,470
Room & Board (Athletics)	$1,564,547
Athletic Revenue Generated	$3,143,017
Out-of-state Tuition (Non-scholarship)	1,325,796
Tuition/Fees/Books (Non-scholarship)	$961,422
Room & Board (Non-scholarship)	$953,002
Non-scholarship Revenue Generated	$3,240,220
Total Generated Revenue	$6,383,237
General Education	$3,052,200
Gender Equity	$1,299,800
Institutional Support	$966,600
Total Institutional Support	$5,318,600
TOTAL NET REVENUE	$1,064,637
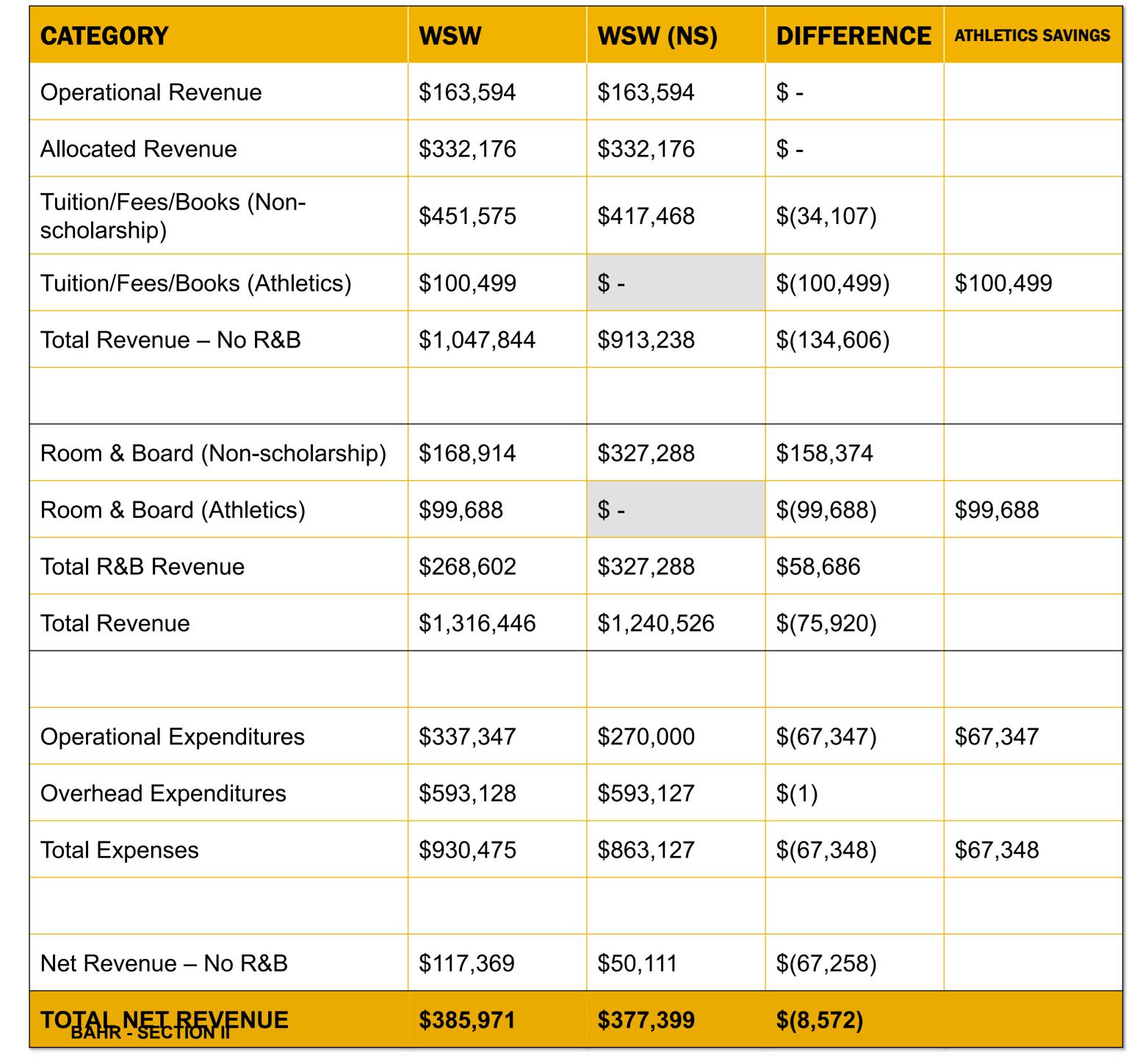
2017-2018 ATHLETICS REVENUE

Generated revenue exceeds institutional support by $1,064,637

REVENUE ENHANCEMENTS, COST SAVINGS

- Optimize current equivalency sports

- Add additional equivalency sports

- Reduce operational costs

- Enhance sport, donor engagement

CATEGORY	WSW	WSW (NS)	DIFFERENCE	ATHLETICS SAVINGS
Operational Revenue	$163,594	$163,594	$ -	
Allocated Revenue	$332,176	$332,176	$ -	
Tuition/Fees/Books (Non-scholarship)	$451,575	$417,468	$(34,107)	
Tuition/Fees/Books (Athletics)	$100,499	$ -	$(100,499)	$100,499
Total Revenue – No R&B	$1,047,844	$913,238	$(134,606)	
Room & Board (Non-scholarship)	$168,914	$327,288	$158,374	
Room & Board (Athletics)	$99,688	$ -	$(99,688)	$99,688
Total R&B Revenue	$268,602	$327,288	$58,686	
Total Revenue	$1,316,446	$1,240,526	$(75,920)	
Operational Expenditures	$337,347	$270,000	$(67,347)	$67,347
Overhead Expenditures	$593,128	$593,127	$(1)	
Total Expenses	$930,475	$863,127	$(67,348)	$67,348
Net Revenue – No R&B	$117,369	$50,111	$(67,258)	
TOTAL NET REVENUE	**$385,971**	**$377,399**	**$(8,572)**	

WOMEN'S SWIMMING TRANSITION

NON-SCHOLARSHIP SCENARIO

ASSUMPTIONS:

- Increase women's roster to 38 from 32
- 10 WUE student-athletes only
- 5 walk-on student-athletes

Athletics Savings = $267,524

REVENUE CATEGORY	M SWIMMING	W TRIATHLON	RIFLE	TOTAL
Operational Revenue	$107,000	$211,000	$53,000	$371,000
Allocated Revenue				$ -
Tuition/Fees/Books (Non-scholarship)	$169,360	$169,360	$84,680	$423,400
Tuition/Fees/Books (Athletics)				$ -
Total Revenue – No R&B	$276,360	$380,360	$137,680	$794,400
				$ -
Room & Board (Non-scholarship)	$167,840	$167,840	$83,920	$419,600
Room & Board (Athletics)				$ -
Total R&B Revenue	$167,840	$167,840	$83,920	$419,600
Total Revenue	$444,200	$548,200	$221,600	$1,214,000
Operational Expenditures	$75,000	$25,000	$15,000	$115,000
Overhead Expenditures				$ -
Total Expenses	$75,000	$25,000	$15,000	$115,000
Net Revenue – No R&B	$201,360	$355,360	$122,680	$539,400
TOTAL NET REVENUE	$369,200	$523,200	$206,600	$1,099,000

SPORT ADDITIONS

- *Men's swimming:* a niche opportunity for U of I and for student-athletes, coached by current staff, with dual meets for men and women to reduced operational costs.

- *Women's Triathlon:* Fits well at U of I, opportunity for shared coaching and facilities. $140,000 start-up grant available (not included here).

- *Rifle:* Fits well at U o I, potential for use of existing facilities and coaching.

SPORT ADDITION REVENUE SUMMARY

REVENUE CATEGORY	AMOUNT
NCAA - $35,000 Per Sport	$105,000
NCAA – GIA >150=$6,000	$96,000
Women's Triathlon Grant	$140,000
Men's Swimming Fundraising	$30,000
TOTAL REVENUE	$371,000

SPORT ADDITION VS. SPORT ELIMINATION

ADDITION

- Add triathlon, rifle, men's swimming

- Reduce personnel costs

- Optimize net tuition/revenue

- Enhance student opportunities

- New sports = new constituencies

ELIMINATION

- Cut women's swimming, men's golf, women's soccer, while adding sand volleyball and women's triathlon

- Decrease cost, though revenue also decreases

- Eliminate student opportunities

SPORT ELIMINATION
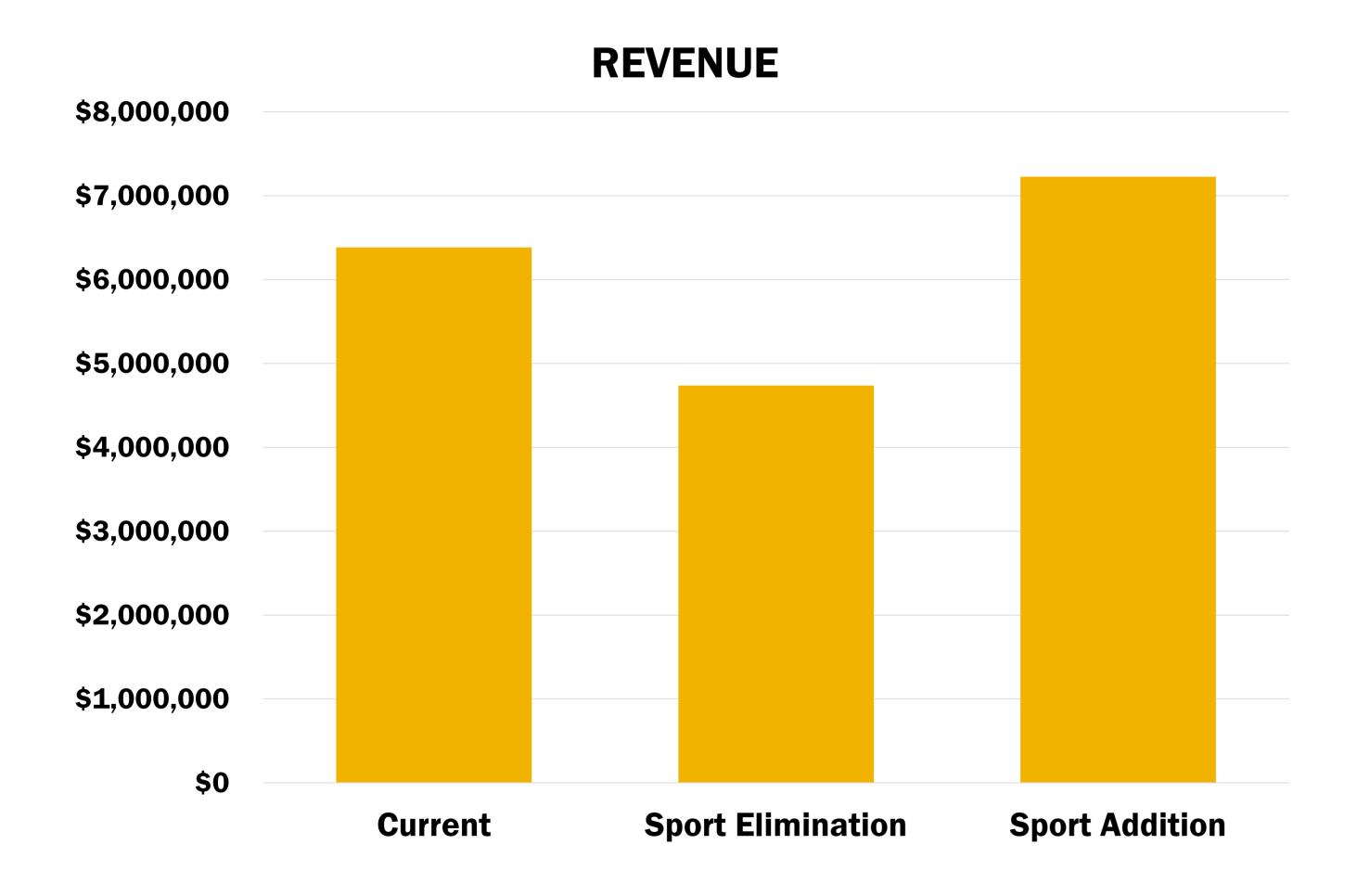
REVENUE CATEGORY	AMOUNT	SPORT ELIMINATION	TOTAL
Tuition/Fees/Books -Athletics	$1,578,470	$(241,522)	$1,336,148
Room & Board (Athletics)	$1,564,547	$(239,520)	$1,325,027
Athletic Revenue Generated	$3,143,017	$(481,042)	$2,661,975
Out-of-state Tuition (Non-scholarship)	$1,325,796	$(534,612)	$791,184
Tuition/Fees/Books (Non-scholarship)	$961,422	$(317,114)	$644,308
Room & Board (Non-scholarship)	$953,002	$(314,463)	$638,539
Non-scholarship Revenue Generated	$3,240,220	$(1,166,189)	$2,074,031
Total Generated Revenue	$6,383,237	$(1,647,231)	$4,736,006

TAB 13 Page 18

SPORT ADDITION

REVENUE CATEGORY	AMOUNT	SPORT ADDITION	TOTAL
Tuition/Fees/Books -Athletics	$1,578,470	$ -	$1,578,470
Room & Board (Athletics)	$1,564,547	$ -	$1,564,547
Athletic Revenue Generated	$3,143,017	$ -	$3,143,017
Out-of-state Tuition (Non-scholarship)	$1,325,796	$ -	$1,325,796
Tuition/Fees/Books (Non-scholarship)	$961,422	$423,400	$1,384,822
Room & Board (Non-scholarship)	$953,002	$419,600	$1,372,602
Non-scholarship Revenue Generated	$3,240,220	$843,000	$4,083,220
Total Generated Revenue	$6,383,237	$843,000	$7,226,237

TAB 13 Page 19

SPORT ELIMINATION VS. SPORT ADDITION

- Sport addition creates a minimum of 60 full-time students
- Elimination decreases full-time student enrollment by 65

REVENUE

$8,000,000
$7,000,000
$6,000,000
$5,000,000
$4,000,000
$3,000,000
$2,000,000
$1,000,000
$0

Current   Sport Elimination   Sport Addition

TRANSITION/OVERSIGHT PLAN

- Monitor program from holistic revenue/expense perspective, implementing cost controls

- Maintain student fees near constant level

- Manage NET general education input

- 2018: Optimize recruiting, initiate added sports

- 2019: Begin competition in added sports

- 2020-2022: Programs grow and stabilize, FCS operations revenues and expenses decrease

FOOTBALL SALARIES

NAME	SALARY	BENEFITS	MEDIA
Petrino, P	$191,214	$71,514	$255,000
Cinkovich, K	$155,730	$58,243	
Breske, M	$135,262	$50,588	
Purcell, T	$69,014	$25,811	
Williams, A	$75,026	$28,060	
Ellis, L	$70,637	$26,418	
Daly, R	$57,970	$21,681	
Shumaker, J	$83,616	$31,272	
Brown, E	$65,645	$24,551	
Molnar, C	$76,502	$28,612	
Reader, B	$49,899	$18,662	
TOTAL	$1,030,515	$385,413	$255,000

NAME	SALARY	BENEFITS	MEDIA
Head Coach	$191,214	$71,514	$70,000
Asst. Coach	$100,000	$37,400	
Asst. Coach	$100,000	$37,400	
Asst. Coach	$60,000	$22,400	
Asst. Coach	$60,000	$22,440	
Asst. Coach	$50,000	$18,700	
Asst. Coach	$50,000	$18,700	
Asst. Coach	$50,000	$18,700	
Asst. Coach	$50,000	$18,700	
Asst. Coach	$49,899	$18,662	
TOTAL	$761,114	$284,656	$70,000
DIFFERENCE	$269,402	$100,756	$185,000
	TOTAL DIFFERENCE: $555,158		

QUESTIONS?

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SUBJECT

Instruction, Research, and Student Affairs (IRSA) Committee Chairman's Overview

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Bylaws Section I.F.2

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment; Objective A: Access and Transparency

BACKGROUND/ DISCUSSION

The IRSA Chair will provide a summary of several key initiatives that are in progress, in cooperation with staff from the eight public higher education institutions and other educational state agencies. IRSA projects include:

- Developing a common course indexing system within General Education Matriculation (GEM) framework that would assist with student transfer to and between postsecondary institutions.
- Ensuring affordable textbook and other learning resource options are available to students, specifically those that serve as an Open Education Resource (OER).
- Expanding and aligning alternative opportunities to earn postsecondary credit through demonstration of knowledge and proficiency, also known as Prior Learning Assessment (PLA).
- Developing system-wide meta major fields, with common disciplines and course milestones assigned within each, that will help students explore their academic and career interests to degree progress.
- Developing flexible plans involving a minimum of 15 dual credit hours students can take to achieve meaningful degree progress and exploration within each meta-major field.
- Developing system-wide student intervention strategies and metrics to assess effectiveness towards promoting positive student decision-making and performance.
- Developing strategies and goals to ensure first-time, full-time students complete 30 hours each academic calendar year.
- Providing students with the opportunity to earn a degree through any combination of means involving: online modality, accelerated courses, block scheduling, evening and weekend availability, as well as through statewide PLA articulation of GEM "core" (common-indexed) courses.

IMPACT

The Chairman's overview will update Board members on efforts underway on projects within the IRSA Committee's area of responsibility.

STAFF COMMENTS AND RECOMMENDATIONS
Staff will be available to provide additional details on current IRSA initiatives, if needed, in the event the Chairman's update prompts questions.

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

SUBJECT

Governor's Higher Education Task Force Recommendations – Competency Based System – Prior Learning Assessment

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.
October 2013	Board Approved first reading of Board Policy III.L.
December 2013	The Board approved second reading of proposed amendments to Board Policy III.L.
February 2016	The Board approved the second reading of proposed amendments to Board Policy III.L, which provides definitions and administration requirements for prior learning assessment.
September 2017	Board adopted Governor's Higher Education Task Force Recommendations.
December 2017	Board assigns competency-based system recommendation to Instruction, Research, and Student Affairs Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.L, Continuing Education and Prior Learning

ALIGNMENT WITH STRATEGIC PLAN

Goal 1 (A Well-Educated Citizenry), Objectives B (Adult Learner Re-Integration) and C (Higher Level of Educational Attainment)

BACKGROUND/DISCUSSION

The Idaho State Board of Education (Board) has been committed to providing Idahoans alternative opportunities to earn postsecondary credit through demonstration of knowledge and proficiency. A Prior Learning Assessment (PLA) measures the ability of a student to demonstrate such knowledge. PLA is usually administered in the form of challenge exams, portfolio evaluation, and technical competency credit, as well as locally-recognized workforce training programs.

PLA provides a bridge for student learning acquired outside the traditional college environment. Prior learning is usually evaluated upon the student's request and is eligible for credit provided there is successful completion of a rigorous assessment.

With institutions adopting a common indexed (common numbered) system for select general education courses beginning in the 2019-20 academic year, the first phase of PLA efforts is to ensure challenge exams and other assessment options are offered across institutions where these courses are offered. Examples of challenge exams include College Level Examination Proficiency (CLEP), DANTES Subject Standardized Tests (DSST), Advanced Placement (AP), International Baccalaureate (IB), Scholastic Aptitude Test (SAT), and American College Testing (ACT). American Council for Education (ACE) also recommends postsecondary credit based on work-based learning and instruction, such as that associated with military experiences. ACE provides transcripts that crosswalks experience-based learning to college course-level equivalencies, which institutions often use to award credit.

The Council for Adult and Experiential Learning (CAEL) has already identified assessments for the Board office that are used nationally for those courses assigned to the common indexed inventory. CAEL is a 501(c)(3) nonprofit organization that pursues efforts with public and private organizations to enhance economic and educational opportunities for adult learners. In order to achieve this mission CAEL conducts research and develops services and tools to expand opportunities for learning, employability, and career success.

Board staff will be coordinating this effort with CAEL, who will be working with institutions to develop alignment across Idaho's public colleges and universities with respect to developing consistent PLA assessment techniques and to ensure that credit awarded for PLA is articulated seamlessly across institutions. The timeline for completion of this effort is December 2018; however, this may change dependent on the effective date of the service agreement to be executed.

IMPACT

Ensuring PLA is available for common indexed courses will provide greater accessibility to this option. In addition to helping achieve higher education task force recommendations, this effort will help ensure that transfer and articulation is seamless for students who are awarded prior learning credit for these courses. This will also assist new and returning adult learners who seek to complete a postsecondary credential in a timely manner.

ATTACHMENTS

Attachment 1 – Proposed service agreement and timeline with CAEL   Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Expanding and ensuring availability and articulation of PLA is necessary in order to meet the state's attainment goals, which cannot be achieved without adult

student completion. Currently Board policy is primarily limited to definitions and descriptions for prior learning assessment methods. Upon completion of this work, Board Policy III.L will be expanded to provide course-level expectations of PLA delivery and ensure alignment of transfer articulation across institutions. Furthermore, this effort interfaces with initiatives coordinated by the Workforce Development Council for the National Governors Association Work-Based Learning Academy, as well as that pursued by a statewide workgroup convened in February by the Office of Senator Mike Crapo to improve postsecondary and career opportunities for veterans and transitioning service members.

BOARD ACTION

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

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Item	Goal	Contingencies	CAEL will provide	State of Idaho will provide	Start date	End date	Cost
Establish Task Force	Build coalition with decision making powers to provide agreements on the GEM learning outcomes	Representatives should include faculty and/or deans from the competency areas, as well as the registrar from each institution and SBOE (40-50 total representatives)	Facilitator	Agreement that at least one (1) representative from each institution will act as leader for their team and they or their designated representative will be on the bi-monthly calls and will attend the subsequent on-site events)	3/15/2018	4/16/2018	
Kick-Off Meeting	Introduce all members of the team, identify the goals, identify the designated leader(s) from each institution, and provide a common understanding of PLA and learning outcomes through workshops	All representatives should attend this two-day training. SBOE members are encouraged to attend this kick-off.	Facilitators Agenda Training Materials	Meeting Space & food	4/16/2018	4/30/2018	
Bi-Monthly Conference /Web-enabled calls	Walk through each GEM course and agree on learning outcomes with inter-institutional agreements created to support transcription, transferable and articulated between the participating institutions	In order to achieve the desired outcomes, each month, one or two course areas be examined. Suggested pairings include Written and Oral Communication (8 credits), Mathematical and Scientific (10 credits),	Facilitator Materials including agenda	At least one (1) representative from each area of study being reviewed institution and/or their designated representative. Available Skype or other interactive audio & video link software	4/16/2018	7/16/2018	

		Humanistic and Artistic (6 credits), and Social and Behavioral (6 credits)					
Monthly Reports	Report on progress made, possible barriers or challenges identified and present to SBOE	An initial report will be submitted to team members for review five business days before submission to SBOE	CAEL staff to send draft report, review changes from task force members and submit final report to SCOE	Review team members must be identified and be willing to offer a timely review of material (or offer a designee)	3/30/2018	9/28/2018	
Reconvening	Working with leadership from each institution and the SBOE, participants will review the learning outcomes against the statewide prior learning assessment policy to create recommended PLA methods that can be used for the GEM courses. The team will also be tasked with creating scalable options for courses that can be implemented at individual institutions or through a hub institution.	All representatives should attend this two-day training and SBOE leadership	Facilitator Materials including agenda	Meeting Space & food	8/13/2018	8/23/2018	
Leveraging PLA to Enroll More Adult Students Workshop	This on-site workshop can be held on the same day as the Reconvening or at another time/location.	Representatives from each institution's admissions, advising and enrollment management areas	Facilitator Materials including agenda	Meeting room & food Identify key personnel from each institution's admissions, advising and enrollment	8/13/2018	8/30/2018	

	Participants will gain a deeper understanding of how they can use PLA to attract new adult students, retain current adult students and differentiate themselves in the higher education marketplace			management areas to attend (Maximum of 30)			
Final meeting and Launch	Review of the completed work, identify the next steps necessary to scale the tools and processes across all institutions and all identified programs as well as operationalize the process on a system level.	All representatives should attend this two-day training and SBOE leadership	Facilitator Materials including agenda	Meeting space & food			
Total							

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SUBJECT

    Governor's Higher Education Task Force Recommendations – Degree Audit and Student Analytics System

REFERENCE

September 2017	Board adopted Governor's Higher Education Task Force Recommendations. For funding to support these recommendations, the Board amended the proposed system-wide budget line items approved at its August 2017 meeting.

ALIGNMENT WITH STRATEGIC PLAN

    Goal 4, Objective B: Effective and Efficient Educational System, Alignment, and Coordination

BACKGROUND/DISCUSSION

    The implementation of a statewide Degree Audit and Student Analytics System is a recommendation from the Governor's Higher Education Task Force. Specifically, this was an item identified by the K-20 Pipeline workgroup in its recommendation for the development of an electronic platform that provides support and guidance for students throughout the education pipeline. The degree audit and analytics system is envisioned to strengthen college and career advising and mentoring services provided to educators and students. In addition to other functionality, the system will provide students, parents, college and career counselors, and academic advisors with information as to which postsecondary courses count towards specific degree and technical program requirements at institutions across the state. For this item the legislature approved $350,000 in ongoing funding requested by the Board in its system-wide budget.

IMPACT

    This degree audit and student analytics system will achieve several key items relative to Board and task force goals:

1. Ensuring all current students enrolled in an Idaho public postsecondary institution have on-demand access to timely and accurate degree progress information.

2. Providing all students, including those enrolled in dual credit programs or have credit for prior learning (CPL), with 'what if' capability to view the requirements that have been completed for any program at any Idaho public institution.

3. Allowing for non-completers to research remaining degree requirements at any Idaho public institution.

4. Offering capability for OSBE and/or institutions to identify current and former students eligible for a credential.

5. As needed, automating early warning or off-track notifications to students, advisors, etc.

6. Delivering centralized and/or institutional reporting on progress-to-degree metrics and completion rates, and other measures such as those that may be needed to inform a performance- or outcome-based funding process.

STAFF COMMENTS AND RECOMMENDATIONS
Board staff will be working with the State Division of Purchasing and institutions to ensure a formal request is developed seeking proposals from potential service providers prior to July 1, 2018, when funding becomes available.

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

SUBJECT

Complete College Idaho Legislative Report

REFERENCE

August 2010	Board established an attainment goal that 60% of Idaho's 25-34 year olds will have a postsecondary degree or certificate by 2020.
August 2011	Board reviewed data regarding Idaho's status in meeting the 60% goal by 2020, and heard strategies to meet the goal.
December 2011	Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State, and directed staff to obtain stakeholder feedback and buy-in, and bring back the plan for approval at the June 2012 Board meeting.
June 2012	Board approved the postsecondary degree and certificate projections and the Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State.
June 2015	Board approved changes to Board Policy III.S., establishing co-requisite, accelerated, and emporium support models as the approved delivery of remedial instruction, a strategy included in the Complete College Idaho plan.
September 2017	Board adopts the Governor's Higher Education Task Force recommendations, which includes Complete College America 'Game Changer' strategies.
December 2017	Board received an update on implementation of Complete College America 'Game Changer' strategies from institutions.

BACKGROUND / DISCUSSION

In 2010, the Board established an attainment goal that 60% of Idaho's 25 to 34 year old age demographic would have a postsecondary credential by 2020. (The Governor's Higher Education Task Force recommendation called for this goal to be revised or extended.) Subsequent to the Board adopting the 60% attainment goal, in August 2011 Board Staff presented revised degree completion projections and proposed possible strategies to aid the state in meeting the 60% attainment goal. In October 2011, the Complete College Idaho (CCI) Team

attended the Complete College America (CCA) Annual Convening and Completion Academy to develop a draft completion Plan. In December 2011, the Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State (CCI Plan). In addition to integrating CCA strategies into the proposed plan, staff collected feedback from public and private stakeholders. The Board, at its June 2012 meeting, approved the final version of the CCI Plan.

Legislative funding for implementing CCI strategies was allocated to four-year institutions beginning in 2014, and community colleges beginning in 2015. During the 2017 legislative session, intent language was included in institutions' legislation requiring a report be provided by the President of the State Board of Education to the Joint Finance-Appropriations Committee, the Senate Education Committee, and the House Education committee on the implementation and effectiveness of funding appropriated for the CCI initiative. Specifically, the reporting requirement called for information to be provided on key indicators such as degree attainment, course completion, and job placement.

IMPACT

The report illustrates the progress that has been achieved by community colleges and baccalaureate-granting institutions to facilitate success for first-time, full-time student populations since the allocation of CCI funding.

ATTACHMENTS

Attachment 1 – Executive Summary and Findings   Page   3

STAFF COMMENTS AND RECOMMENDATIONS

Information provided reflects a consistent comparison within and between institutions in order to demonstrate the impact of funding. This includes metrics for degree completion, Career-Technical Education (CTE) job placement, student credit hour production, academic performance, and completion of English and Mathematics gateway courses. At this time, only job placement data are applicable to CTE program reporting requirements. Four-year degree completion rates are not yet available since CCI funding was first allocated in 2014, however, completion rates for two-year degree programs are reported.

BOARD ACTION

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

Annual Report on Complete College Idaho Initiatives
January 2018

Executive Summary and Findings

This report outlines the results of "Complete College Idaho (CCI)" initiatives at institutions, which received funding in FY2015, FY2016, and FY2017. The collective effort of these initiatives have been aimed at improving undergraduate student success, with an eventual goal of helping 60% of Idahoans in the 25-34 age range attain a postsecondary credential.

To achieve this goal, there are a number of different key outcomes that are evaluated. Correspondent to HB 294 enacted in the 2017 legislative session, this includes degree attainment, course completion rates, and job placement. Though some limitations may exist with regard to specific data points, the report provides key indicators such as: degree completion, job placement (CTE), student credit hour production, academic performance, and completion of English and Mathematics gateway courses. As specified in statute, the data is reported in a manner that allows consistent comparison within and between institutions.

There are a couple items to note with respect to reporting limitations. Only career-technical education programs are required to report placement data. Also, only degree completion rates for community colleges are reported, as graduation rates at four-year institutions are not available since the implementation of CCI initiatives in 2014.

CCI projects were funded with the intent to help institutions achieve the aforementioned outcomes through a variety of strategies. Based on the unique mission and student population of each, institutions determined how the greatest impact could be made. For example, some institutions emphasized investments in student outreach, advising, and intervention methods, whereas others focused on providing additional faculty to deliver more high-demand courses.

As the focus of most CCI programs intended to improve degree attainment, retention, degree progress, and completion of critical gateway English and Math courses, there have been consistent gains in most of these areas since implementation of CCI-funded initiatives. However, with results for no more than three freshman cohorts it remains to be seen whether this progress can be buoyed in the coming years. Continued improvement and support in these areas is critical so as to ensure that the postsecondary pipeline is providing to the state a robust completion rate and therefore an educated citizenry and workforce.

As noted in last year's CCI Executive Summary to the Joint Finance-Appropriations Committee, the appropriations rendered to institutions for these efforts (approximately 1% or less of General Fund support for institutions) are not sufficient to double the graduation rates needed to achieve the 60% goal; however, the cumulative effect of carefully targeting resources can lead to positive results and practices that affect today's students and those who will pursue a postsecondary education in the future.

A summary of the total appropriated dollars for CCI line items is provided in the tables on the next page. It is important to note that four-year institutions received CCI funding for programs beginning with the Fall 2014 freshman cohort, whereas community colleges received CCI funding beginning with the Fall 2015 cohort.

College and University CCI Appropriations

The tables below show the total CCI appropriations for the 4-year institutions and accompanying positions where included in the fiscal year appropriation language. Detailed breakouts of how CCI dollars were allocated by each institution in each of the fiscal years are provided in later attachments.

CCI appropriations, which spanned three fiscal years, declined from just under $2.8M in FY2015 to $2.0M in FY2017.

FY2015 (total CCI appropriation = $2,759,700)

Institution	Appropriation	Specified FTE
BSU	$1,379,000	N/A
ISU	$610,800	N/A
UI	$573,200	N/A
LCSC	$196, 700	N/A

FY2016 (total CCI appropriation = $2,033,800 FTE = 17.0)

Institution	Appropriation	Specified FTE
BSU	$546,500	7.0
ISU	$6630,600	1.0
UI	$557,100	8.0
LCSC	299,600	1.0

FY2017 (total CCI appropriation = $2,000,000 FTE = 34.5)

Institution	Appropriation	Specified FTE
BSU	$962,400	17.8
ISU	$208,700	3.7
UI	$538,700	9.5
LCSC	$290,000	3.5

Community College CCI Appropriations

The tables below summarize CCI appropriations for the three community colleges. In the case of the community colleges, CCI initiatives covered only two years (FY2016 and FY2017). Detailed breakouts on the use of CCI dollars by each institution for each year are provided in later attachments.

As was the case for four-year institutions, overall CCI appropriations decreased from the first year (FY2016) to last year—a reduction of approximately 50% in appropriated dollars.

FY2016 (total CCI appropriation = $1,227,400)

Institution	Appropriation	Specified FTE
CSI	$393,200	N/A
CWI	$416,900	N/A
NIC	$417,300	N/A

FY2017 (total CCI/Student Success appropriation = $575,500)

Institution	Appropriation	Specified FTE
CSI	$242,500	N/A
CWI	$200,000	N/A
NIC	$133,000	N/A

_____

Impact of CCI Initiatives

- Since implementation for the 2015 cohort (FY2016), approximately 3% increase has been achieved for two-year graduation rates and 4% in three-year graduation rates at community colleges (Associates Degrees).
- Steady increase accomplished in average credit hours earned by freshman cohorts at universities from 2013-2016 (24.2 to 25, almost a full credit hour).
- Average freshman GPA has increased from 2.74 to 2.87 at Idaho's universities.
- Retention rates at four-year institutions have increased by 8% since CCI funding was allocated.
- Since the 2013 cohort, 4% more students are continuing on to a second year of study.
- Gateway English completion for first-time, full-time freshmen on first attempt with a "C" grade or higher has steadily increased at four-year institutions and community colleges since 2014.
- State average for gateway math course completion for first-time, full-time freshmen on first attempt with a "C" grade or higher has increased in two of the three most common gateway courses.
- Since implementation for the 2015 cohort, completion of College Algebra on the first attempt by first-time, full-time freshman with a "C" or higher has increased by 5.8% at community colleges, and 2.5% for four-year institution cohorts beginning in 2014.
- Four-year institutions have seen gains for job-related and non-job related placement reported by CTE completers since FY2015, though room for improvement remains across the state.

GRADUATION RATES (COMMUNITY COLLEGES)

(BACCALAUREATE RATES NOT AVAILABLE YET SINCE INITIAL CCI FUNDING ALLOCATION)

% of First-Time, Full-Time Freshman Cohort (Adjusted) at Community Colleges Earning an Associate's Degree in Two Years and Three Years

(Bolded years and rates in table reflect implementation of CCI funded initiatives.)

	2011*	2012	2013	2014	**2015**	**2016**
2 Years	11.0	8.6	7.6	7.6	**10.3**	**9.6**
3 Years	19.5	17.6	17.0	15.6	**19.6**	**19.6**

*No cohort data applicable to College of Western Idaho in Fall 2011.

% of First-Time, Full-Time Freshman Cohort (Adjusted) by Institution Earning an Associate's Degree in Two Years (100% of time)

(Bolded years and rates in table reflect implementation of CCI funded initiatives.)

	2011	2012	2013	2014	**2015**	**2016**
CSI	10%	9%	7%	8%	**9%**	**10%**
CWI	N/A	4%	4%	3%	**6%**	**3%**
NIC	12%	13%	12%	12%	**16%**	**16%**

% of First-Time, Full-Time Freshman Cohort (Adjusted) by Institution Earning an Associate's Degree in Three Years (150% of time)

(Bolded years and rates in table reflect implementation of CCI funded initiatives.)

	2011	2012	2013	2014	**2015**	**2016**
CSI	17%	19%	18%	19%	**20%**	**21%**
CWI	N/A	14%	10%	9%	**7%**	**13%**
NIC	22%	20%	23%	19%	**22%**	**25%**

SUMMARY: Since CCI funding was received for implementation for first-time, full-time student cohorts beginning in 2015, considerable gains have been made overall with two-year and three-year graduation rates at state community colleges. For 2015 and 2016, the state realized its highest completion rates in successive cohort groups throughout the last six years, with marked improvement. It is relevant to note that the College of Western Idaho did not enroll a freshman cohort until the 2012-13 academic year.

JOB PLACEMENT RATES (AS REQUIRED FOR CAREER-TECHNICAL EDUCATION)

% of Career-Technical Education Students with Job Related and Non-Job Related Positive Job Placement (by Fiscal Year)

	FY2014	FY2015	FY2016	FY2017
CSI	60.6	77.3	72.0	71.6
CWI	59.4	83.8	79.1	59.8
ISU	58.1	76.5	82.6	78.4
LCSC	82.6	73.4	70.7	78.2
NIC	82.6	76.7	64.3	62.3
Total	75.0	78.6	75.1	70.9

% of Career-Technical Education Students with Job Related Positive Job Placement Only (by Fiscal Year)

	FY2014	FY2015	FY2016	FY2017
CSI	49.9	66.9	65.6	58.7
CWI	59.4	83.8	79.1	59.8
ISU	58.1	76.5	82.6	78.4
LCSC	82.6	73.4	70.7	78.2
NIC	56.8	76.7	64.3	62.3
Job-Related Total	56.2	68.2	64.1	60.5

% of Career-Technical Education Students with Non-Job Related Positive Job Placement Only (by Fiscal Year)

	FY2014	FY2015	FY2016	FY2017
CSI	10.8	10.5	6.4	12.9
CWI	17.1	18.7	20.9	3.5
ISU	8.2	7.0	14.0	9.7
LCSC	18.7	10.4	9.3	19.0
NIC	4.1	7.6	5.8	9.4
Job Not Related Total	10.8	10.4	11.1	10.4

SUMMARY: Career-Technical Education (CTE) programs are required to survey program completers concerning job placement. Although some CTE programs can encompass academic coursework (e.g., Associate of Applied Science degrees), it is limited nonetheless. CCI funding has primarily been focused on completion of two-year and four-year academic programs. Inasmuch, it is unclear as to the extent that CCI-funded initiatives have had a peripheral impact on CTE job placement.

STUDENT RETENTION

First time, full-time students (excluding dual credit) who continued from first to second year.

(Bolded rates in tables reflect implementation of CCI funded initiatives.)

Continued at Same Institution			
	2013-14	2014-15	2015-16
BSU	62%	**67%**	**65%**
CSI	57%	51%	**43%**
CWI	52%	51%	**55%**
ISU	73%	**72%**	**70%**
LCSC	31%	**42%**	**60%**
NIC	46%	50%	**47%**
UI	66%	**62%**	**69%**
Four-Year Institutions	58%	**61%**	**66%**
Community Colleges	52%	51%	**48%**
Overall	55%	56%	**58%**

Continued at Other Idaho Public Institution			
	2013-14	2014-15	2015-16
BSU	9%	7%	7%
CSI	8%	10%	23%
CWI	12%	12%	11%
ISU	6%	7%	7%
LCSC	18%	18%	9%
NIC	4%	3%	4%
UI	10%	9%	9%
Four-Year Institutions	11%	**10%**	**8%**
Community Colleges	8%	8%	**13%**
Overall	10%	9%	**10%**

Continued at Private or Out-of-State Institution			
	2013-14	2014-15	2015-16
BSU	1%	**1%**	**1%**
CSI	1%	2%	**3%**
CWI	2%	3%	**2%**
ISU	1%	**1%**	**2%**
LCSC	3%	**2%**	**1%**
NIC	2%	2%	**2%**
UI	1%	**1%**	**1%**
Four-Year Institutions	.9%	.7%	**.7%**
Community Colleges	.7%	1%	**1%**
Overall	**2%**	2%	**2%**
Not Retained (Did Not Continue to the Second Year at any Institution)			
	2013-14	2014-15	2015-16
BSU	27%	**25%**	**27%**
CSI	35%	37%	**32%**

CWI	33%	34%	**32%**
ISU	20%	**20%**	**22%**
LCSC	49%	**38%**	**30%**
NIC	48%	44%	**47%**
UI	23%	**28%**	**21%**
Four-Year Institutions	30%	**28%**	**25%**
Community Colleges	39%	38%	**37%**
Overall	34%	32%	**30%**

SUMMARY: Since CCI funding was received by baccalaureate-granting institutions, retention rates for first-time, full-time students have climbed steadily. Students continuing at the same four-year institution they started with increased 8%. Community colleges experienced a 5% increase in the number of first-year students who transferred to another Idaho public institution.

The rate of students who did not continue with a second year of study at any postsecondary institution has decreased 5% at four-year institutions since CCI funding was allocated, and community colleges have seen a 2% decrease. In sum, the state has seen a 4% decrease in discontinued enrollment since the implementation of CCI initiatives.

ACADEMIC PERFORMANCE IN THE FIRST YEAR

Cumulative Grade Point Average of First-Time, Full-Time Freshman Cohort in First Academic Year

(Bolded rates in table reflect implementation of CCI funded initiatives.)

	2013	2014	2015	2016
BSU	2.70	**2.72**	**2.92**	**2.99**
CSI	2.60	2.50	**2.40**	**2.40**
CWI	2.48	2.64	**2.64**	**2.73**
ISU	2.74	**2.67**	**2.70**	**2.70**
LCSC	2.57	**2.59**	**2.58**	**2.58**
NIC	2.27	2.44	**2.39**	**2.48**
UI	2.8	**2.89**	**2.87**	**2.94**
Four-Year Institutions	2.70	**2.72**	**2.77**	**2.80**
Community Colleges	2.45	2.53	**2.48**	**2.54**
Overall	2.59	**2.64**	**2.64**	**2.69**

SUMMARY: The average GPA first-time, full-time students completed their first year with has seen considerable gains at four-year institutions and community colleges. The average GPA increased by a full tenth of a point since the year prior to CCI allocations, and community colleges achieved the highest average GPA in the last four cohorts. Overall, the state average GPA has increased from 2.59 to 2.69 since 2013.

DEGREE PROGRESSION

Credit Hours Earned by First-Time, Full-Time Freshman Cohort in First Academic Year

(Bolded rates in table reflect implementation of CCI funded initiatives.)

	2013	2014	2015	2016
BSU	24.6	**24.7**	**25.8**	**25.7**
CSI	19.6	19.9	**19.0**	**18.5**
CWI	15.1	16.5	**16.1**	**16.8**
ISU	21.7	**21.5**	**22.1**	**22.7**
LCSC	21.4	**21.6**	**21.1**	**21.1**
NIC	22.5	22.2	**21.0**	**21.9**
UI	26.3	**26.9**	**25.7**	**26.7**
Four-Year Institutions	23.5	**23.7**	**23.7**	**24.1**
Community Colleges	19.1	19.5	**18.7**	**19.1**
Overall	21.6	**21.9**	**22.0**	**22.0**

SUMMARY: With thirty (30) semester hours needed for timely completion of two-year and four-year academic degrees, steady progress has been achieved the last four years with the number of credit hours first-time, full-time students complete in the first year. In particular, four-year institutions saw their 2016 cohort complete over twenty-four (24) hours in the first year, whereas from 2013-2015 students were completing credits at a rate below this.

COURSE COMPLETION RATES

% of First-Time, Full-Time Freshman Cohort Earning a "D", "F," or "W" (Withdrawal) in Freshman English and Math Gateway Courses in First Attempt

(Bolded rates in tables reflect implementation of CCI funded initiatives.)

(Average % of cohorts enrolled for course from 2013-2016 is located in parentheses. For example, 52.9% of full-time, first time freshman at four-year institutions enrolled in English 101 between 2013 and 2016.)

1.) English Composition (e.g., English 101)

	2013	2014	2015	2016
BSU	10.3	**12.4**	**11.0**	**8.80**
CSI	25.2	27.8	**28.2**	**31.7**
CWI	30.9	27.8	**25.8**	**24.6**
ISU	26.1	**26.4**	**20.3**	**23.6**
LCSC	24.8	**24.1**	**28.0**	**26.5**
NIC	28.0	34.1	**34.5**	**31.0**
UI	16.9	**11.2**	**15.5**	**14.6**
Four-Year Institutions (52.9%)	19.5	**18.5**	**18.7**	**18.4**
Community College (49.6%)	28.0	29.9	**29.5**	**29.1**
Overall (51.2%)	23.2	**23.4**	**23.3**	**23.0**

2.) Quantitative Reasoning Mathematics (e.g., Math in Modern Society)

	2013	2014	2015	2016
BSU	19.5	**20.1**	**18.2**	**12.6**
CSI	38.6	22.9	**26.4**	**34.5**
CWI	35.2	39.1	**37.7**	**42.3**
ISU	37.1	**32.0**	**27.6**	**40.4**
LCSC	28.1	**29.8**	**28.9**	**31.4**
NIC	37.0	30.0	**33.8**	**22.2**
UI	22.5	**27.2**	**18.5**	**28.7**
Four-Year Institutions (7.7%)	26.8	**27.3**	**23.3**	**28.3**
Community College (9.4%)	36.9	30.6	**32.6**	**33**
Overall (8.55%)	31.2	**28.7**	**27.6**	**30.3**

3.) College Algebra

	2013	2014	2015	2016
BSU	23.9	**20.9**	**20.4**	**17.2**
CSI	37.5	48.5	**40.1**	**45.1**
CWI	41	42	**51.3**	**29.8**
ISU	39.4	**49.2**	**39.6**	**28.4**
LCSC	47.6	**43.8**	**36.8**	**55.6**
NIC	42.7	45.4	**40**	**43.7**
UI	27.6	**31.1**	**34.0**	**34.0**
Four-Year Institutions (28.4%)	34.6	**36.3**	**32.7**	**33.8**
Community Colleges (10.7%)	40.4	45.3	**43.8**	**39.5**
Overall (19.5%)	37.1	**40.1**	**37.5**	**36.3**

4.) Statistics

	2013	2014	2015	2016
BSU	19.6	**30.8**	**16.5**	**12.2**
CSI	12.5	25	**41.2**	**46.2**
CWI	N/A	N/A	**13.3**	**55.6**
ISU	20.2	**25.3**	**28.4**	**31.2**
LCSC	0.0	**25.0**	**0.0**	**0.0**
NIC	10.0	38.1	**50.0**	**25.0**
UI	18	**16.7**	**18.8**	**18.8**
Four-Year Institutions (11.0%)	19.2	**24.5**	**21.2**	**20.7**
Community Colleges* (2.8%)	11.3	31.6	**34.8**	**42.3**
Overall (6.9%)	16.0	**26.8**	**28.0**	**31.5**

*No enrollment reported for College of Western Idaho for 2013 and 2014 cohorts.

**Due to significant lower enrollment for statistics at LCSC, data were not calculated.

SUMMARY: Four courses are identified as the primary gateway courses for English and Math. These courses are required for degree completion, and are sometimes the first in a sequence of courses needed by students to meet major-specific degree requirements. CCI funding has helped support the delivery of remedial and developmental instruction needed by students to be successful in the aforementioned gateway courses.

For English Composition, public institutions have seen steady decreases in the overall number of students who receive a "D","F", or "W" (Withdrawal) in the class since the implementation of CCI funding. The same holds true for College Algebra, which has seen significant declines in D/F/W rates. The rates at four-year institutions for Statistics have also dropped, though further examination is necessary in order to render assessment of instructional delivery for Quantitative Reasoning courses.

End of report.

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IDAHO STATE UNIVERSITY

SUBJECT
ICOM Guaranteed Interview Program

REFERENCE

February 2016	The Governor's Office and the Department of Commerce negotiated a full proposal and affiliation agreement between Idaho State University (ISU) and Idaho College of Osteopathic Medicine. The Board approved the Collaborative Affiliation Agreement on February 25, 2016.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.Q.E.

ALIGNMENT WITH STRATEGIC PLAN
The proposal aligns with the State Board of Education Strategic Plan Goal 2: Innovation and Economic Development. The corresponding objectives are: Objective A: Workforce Readiness; Objective B: Innovation and Creativity; Objective C: Economic Growth; and Objective D: Education to Workforce Alignment.

BACKGROUND/DISCUSSION
Idaho State University (ISU) offers higher education programs and degrees that prepare students in pre-medical studies. The Idaho College of Osteopathic Medicine (ICOM) is a private, for-profit osteopathic medical college offering a four-year program resulting in a Doctor of Osteopathic Medicine (DO) degree. Idaho and surrounding states have a severe shortage of primary care physicians especially in underserved populations and in rural communities. ISU and ICOM wish to create a guaranteed interview program by which qualified students are offered interviews in connection with possible admission to ICOM. The program will allow up to twenty (20) ISU undergraduate or post-baccalaureate students each year a guaranteed interview if certain predefined academic criteria are met.

IMPACT
The program would provide ISU students more opportunity to compete for admission to a DO program.

ATTACHMENTS
Attachment 1 – Guaranteed Interview Program Agreement   Page 3

STAFF COMMENTS AND RECOMMENDATIONS
Allowing for guaranteed interviews does not necessarily guarantee admission; however, it does allow for greater representation of qualified students from Idaho

State University to be represented in the selection process. Board staff is supportive of this practice.

BOARD ACTION

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

AGREEMENT

THIS AGREEMENT is made and entered into this _____ day of _____, 2018, by and between Idaho State University (ISU) and the Idaho College of Osteopathic Medicine (ICOM).

RECITALS

A.   ISU offers higher-education programs and degrees which prepare the student in pre-medical studies.

B.   ICOM is an osteopathic medical college requiring four years of education, the completion of which earns a student the Doctor of Osteopathic Medicine degree ("DO").

C.   Due to the diminished opportunities for medical training in the United States, the chronic shortages of physicians in the rural areas of Idaho, Montana, Wyoming, North Dakota, South Dakota, and beyond, the shortage of primary care physicians, and the shortage of physicians providing care for underserved populations and medical missions, ISU and ICOM desire to create and to cooperate in a guaranteed interview program (the "Guaranteed Interview Program ") by which qualified students are offered interviews in connection with possible admission to ICOM by following a distinct academic protocol and demonstrating high achievement.

D.   The Guaranteed Interview Program acknowledges that certain undergraduate institutions offer particularly challenging pre-medical programs. Candidates who perform well at the undergraduate level will be better-prepared to succeed in a rigorous medical curriculum.

NOW, THEREFORE, in consideration of the mutual covenants by each party to be kept and performed, it is agreed as follows:

SECTION 1: GUARANTEED INTERVIEW PROGRAM

1.   The Guaranteed Interview Program shall be made available for up to a total of twenty (20) ISU undergraduate or post-baccalaureate students each year who:
a)   meet all general admission requirements, including minimum MCAT and GPA as published on ICOM's website at the time of application;
b)   are nominated for the Guaranteed Interview Program by the Premedical Office at ISU; and
c)   complete all required prerequisite courses as published on ICOM's website at the time of application.

SECTION 2: GENERAL PROVISIONS

1. ISU expressly agrees that ICOM retains the right to deny admission to any candidate, regardless of qualifications.

2. Neither ISU nor ICOM shall unlawfully discriminate against any candidate on the basis of race, ethnicity, color, sex, sexual orientation, gender, gender identity, religion, national origin, age, disabilities, genetic information, protected veteran status, or any other status protected by state or local law.

3. The Guaranteed Interview Program shall at all times be subject to ICOM's current and applicable policies and procedures.

4. Nothing in this Agreement or the programs shall be construed as transferring financial responsibility from one party to another. Tuition and fees will be paid to and collected by the institution the candidate is actually attending.

5. This Agreement shall be effective upon its execution and shall continue for one (1) year and will automatically renew for an unlimited number of one-year periods thereafter, unless this Agreement is terminated for any reason by either party.

6. Either party may terminate this Agreement without cause with ninety (90) days written notice. Any termination will apply prospectively.

7. Either party may terminate this Agreement for cause, and such termination shall be effective upon receipt of written notice from the terminating party.

[SIGNATURE PAGE TO FOLLOW]

IN WITNESS WHEREOF, the undersigned have executed this Agreement under seal as of the day and year first above written.

Idaho State University

By: _____

    Name: _____

    Title: _____

Idaho College of Osteopathic Medicine

By: _____

    Name: Robert Hasty, DO, FACOI, FACP

    Title: Founding Dean & Chief Academic Officer

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SUBJECT
Community College Baccalaureate Degree Programs

REFERENCE

June 2016	Board approved a legislative idea proposing amendments to Sections 33-2107A and 33-2107B, Idaho Code, updating language regarding the establishment and operation of third and fourth year college curriculum in community college districts.
September 23, 2016	Board approved legislation amending Sections 33-2107A through 33-2107C, Idaho Code, including the amendment specifying the district used for determining market value and population for operating third and fourth year college curriculum is the taxing district rather than the county the community college resides in.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.G., Postsecondary Program Approval and Discontinuance and Section III.Z., Planning and Delivery of Postsecondary Programs and Courses
Section 33-107(8), 33-2107A, 33-2107B, and 33-2107C, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN
Goal 1, Objective A (A Well Educated Citizenry, Access): Set policy and advocate for increasing access to Idaho's educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

BACKGROUND/DISCUSSION
Section 33-2107A, Idaho Code, authorizes community colleges established pursuant to Chapter 21, Title 33 to "grant baccalaureate degrees in liberal arts and sciences, business, and education" if they meet the population and market value requirements established in Section 33-2017C. Should a community college meet such requirements they are required to give notice to the State Board of Education of their intent. Pursuant to Section 33-107(8), Idaho Code, the Board is responsible for approving all academic courses and programs of study offered at community colleges when such courses or programs of study are academic in nature. Community Colleges have been authorized by the legislature to operate third and fourth year college curriculum since 1965, subject to the provisions established in Section 33-2107C. To date, there is no record of requests on file in the Board office that relates to a community college seeking approval of upper division courses or programs from the State Board of Education.

Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses assigns responsibility for the delivery of programs necessary to meet the educational and workforce needs with assigned service regions. Board policy

requires institutions to develop a rolling three-year academic plan comprised of proposed new programs that are consistent with the institution's assigned service region and statewide program responsibilities. Service regions are based on the six geographic areas identified in Section 33-2101, Idaho Code. Board Policy III.Z.2.b.ii, designates the specifics academic service regions assigned to the four-year institutions and career technical service regions assigned to the six institutions that maintain technical education programs as part of their mission. The purpose of Board Policy III.Z. 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."

All academic program proposals, including proposals for program changes, modifications, or discontinuation approved by institutions are submitted to the Board office for review and action. Currently, all proposals for graduate programs are required to be reviewed and acted on by the Board. Additionally, any action requested for a graduate or undergraduate program with a financial impact exceeding $250,000 is required to be reviewed by the Board. All other program proposals are reviewed by Board staff, which includes the majority of undergraduate program proposals submitted by institutions.   However, the Executive Director may refer any proposal to the Board or germane subcommittee for review and action.

All proposals for new academic programs require institutions to report how the program would meet workforce, student, economic, and societal needs. Proposals also require institutions to identify enrollment and graduation projections, as well as to provide information on physical, library, and personnel resources needed for implementation, including any additional revenue sources such as reallocations, new appropriations, non-ongoing sources, and student fees.

IMPACT

The approval of academic baccalaureate degree programs at community colleges would expand the types of degree programs offered beyond that of technical baccalaureate degrees and Associate Degrees.

This may also affect Board policy regarding the expectations for the delivery of academic programs by four-year institutions as outlined in service region responsibility within Board Policy III.Z.   Program approval requirements and standards established in Board Policy III.G. may need to be amended to consider the standards necessary for approving baccalaureate programs at four-year institutions if programs are also to be offered by community colleges. As Board Policy III.Z. applies only to service delivery responsibilities for academic programs offered by four-year institutions, this section of policy may need to be expanded to include community colleges as it pertains to the delivery of baccalaureate programs.   Additionally, Board Policy III.E. Certificates and Degrees will likely

necessitate amendments that provide a definition for applied baccalaureate programs.

STAFF COMMENTS AND RECOMMENDATIONS

As a result of the current Three-Year Planning process a select number of community colleges have notified the Board of their intent to deliver academic baccalaureate programs. Requests for review and approval of these programs will come forward to the Board based on the program approval requirements outlined in Board policy. These will be the first baccalaureate programs brought forward by community colleges for Board consideration.

Currently, Board Policy III.Z. does not contemplate the delivery of baccalaureate programs from community colleges; therefore, it would be helpful to the review process to define in Board Policy III.Z the specific disciplines that correspond within the areas of "liberal arts and sciences, business, and education" as referenced in statute. Furthermore, it would be helpful for Board staff to ascertain any additional advisement the Board may offer for Board Policy III.G, with respect to processing academic baccalaureate program proposals submitted by any public postsecondary institution.

Any change in policy desired by the Board can be pursued by the Instructional, Research, and Student Affairs Committee at its next meeting scheduled June 7, 2018.

BOARD ACTION

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

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UNIVERSITY OF IDAHO

SUBJECT
    University of Idaho (UI) Annual Progress Report Presentation

REFERENCE

April 2018	University of Idaho provided the Board with its annual report and toured the WWAMI Medical Education Building and Gritman Medical Center Building.

APPLICABLE STATUTE, RULE, OR POLICY
    Idaho State Board of Education Governing Policies & Procedures, Section I.M.4

ALIGNMENT WITH STRATEGIC PLAN
    Goal 3: Data-Informed Decision Making; Objective A: Data Access and Transparency.

BACKGROUND/DISCUSSION
    This agenda item fulfills the Board's requirement, pursuant to Board Policy I.M. for the president 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. The University of Idaho's annual published progress report is attached. Performance Measure Report information will be presented at the October Board meeting as part of the annual performance measure report for all institutions and agencies under the Board's oversight and governance.

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

ATTACHMENTS
    Attachment 1 – Annual Report (published in October, 2017)   Page 3

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

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Annual Report with Strategic Plan Focus

Priority Institutional Metrics
Each of the university's major Strategic Plan goals has an articulated list of metrics which will be the focus of the cascaded plans. But each goal also has one or two key metric(s) which will guide the evolution of the strategic plan from an institutional level but also several other key metrics including relevant metrics contained within the State Board of Education strategic plan. The key institutional metrics and progress to date include:

Performance Measures		*Baseline*	Jul-17	Jul-18	Jul-19	Waypoint 2 July 2022	Final Target
Terminal Degrees (PhD, MFA, etc.)	*Target*		285	300	325	380	425
	Actual	*275*	236				
Societal Impact (Go-on)	*Target*		35%	40%	42%	43%	45%
	Actual	*NA*	35%				
Enrollment	*Target*		12,000	12,500	13,000	15,000	17,000
	Actual	*11,372*	11,780	12,072			
Equity Metric: First-term GPA and credits	*Target*		80%|80%	85%|85%	90%|90%	95%|95%	100%|100%
	Actual	*75%|75%*	62.5%|87.5%				
"Great Colleges to Work For" Survey	*Target*		Survey Avg in 3rd Group (of 5) (56%)	Survey Avg in 3rd Group (of 5)(62%)	Survey Avg in 4th Group (of 5)(66%)	Survey Avg in 4th Group (of 5)(70%)	Survey Avg in 4th Group (of 5)(73%)
	Actual	*NA*	Avg in 3rd Group (of 5)(56%)				

GOAL 1: Innovate – Scholarly and Creative Work with Impact

- Launched the proposed Center for Agriculture, Food and the Environment, planned as the largest research dairy in the United States, with the initial support of $10 million from the Idaho Legislature on the $45 million project. Research will include animal agriculture, water use, nutrient management and food processing. Undergraduate classes will be taught in conjunction with the College of Southern Idaho, and graduate research opportunities will be emphasized.
- Received funding for ideas that matter for innovation and discovery.
  - A $2.1 million IGEM grant to lead the development of new systems for protecting the nation's infrastructure from cyberattacks in partnership with Idaho National Laboratory.
  - A USDA grant of $3.4 million for CALS professor Jodi Johnson-Maynard to lead a group of soil scientists in finding practical solutions for wheat farmers dealing with climate change impacts.

- Extended a commitment to interdisciplinary approaches to innovation, opening the $52 million Integrated Research and Innovation Center (IRIC) in Moscow. The cutting-edge facility houses collaborative research projects, including the Center for Modeling Complex Interactions, where interdisciplinary work formed the basis for physics associate professor and CMCI member Marty Ytreberg's $6.1 million award to study changes in amino acids.
- Supported our own research and scholarly work in humanities, social sciences and performing arts through partnership between these disciplines and the Office of Research and Economic Development. The Transformative Research Investment and Partnership (TRIP) program highlights six projects with local, national and international impact, including Miranda Wilson, who will perform a Bach concert on the five-string cello, a lost instrument recreated for this experience.

INNOVATE: FIRST WAYPOINT METRICS 2016/17-2018/19

Performance Measures		Baseline	Jul-17	Jul-18	Jul-19	Waypoint 2 July 2022	Final Target
1.1 Terminal Degrees in given field (PhD, MFA, etc.)	**Goal**		**285**	**300**	**325**	**380**	**425**
	Actual	**275**	**236**				
1.2 Number of Postdocs, and Non-faculty Research Staff with Doctorates	Goal		70	75	80	100	120
	Actual	66	102				
1.3 Research Expenditures ($ million)	Goal		100	105	115	135	160
	Actual	96	102				
1.4 Invention Disclosures	Goal		20	25	30	40	50
	Actual	17	21				
1.5 Number of undergraduate and graduate students paid from sponsored projects (PMR)	Goal		598 (UG) & 597 (GR) 1,195 Total	610 (UG) & 609 (GR) 1,237 Total	622 (UG) & 621 (GR) 1,268 Total	660 (UG) & 659 (GR) 1,320 Total	687 (UG) & 686 (GR) 1,373Total
	Actual	575 (UG) & 574 (GR) 1,149 Total	697 (UG) & 463 (GR) 1,160 Total				
1.6 % of students involved in	Goal		68%	69%	71%	74%	75%
	Actual	66%	65%				

undergraduate research (PMR)							

GOAL 2: Engage – Outreach That Inspires Innovation and Culture

- Awarded $400,000 in the second year of the Vandal Ideas Project, an internal grant program, to U of I faculty, staff and students implementing innovative pilot programs in the K-12 system to address the state's low go-on rate.
- Grew enrollment in fall 2016, anchored by an increase in new, first-year freshmen, transfer and underrepresented groups, in continued collaboration with State Board of Education on application and admissions initiatives. At U of I, a 6.5 percent increase in Idaho residents and a 27 percent increase in dual-credit participation were part of a statewide uptick in postsecondary engagement.
- Hosted first-ever Tribal Climate Boot Camp in at the McCall Field Campus, serving members of 83 tribes in a program designed to train early career climate professionals in current climate science, communication, and natural resource management decision-making.
- Positioned U of I research to engage the front lines of education and go-on efforts through the $1.2 million Department of Education-funded IKEEP project, with co-PIs Vanessa Anthony-Stevens and Yolanda Bisbee, that enables Native American students to complete teaching degrees to serve tribal communities.
- Broke the record for giving to U of I, as alumni, friends, students, employees and industry partners donated $38.7 million. Alumni participation in particular helped U of I provide more than $25 million in annual scholarships.

ENGAGE: FIRST WAYPOINT METRICS 2016/17-2018/19

Performance Measures		Baseline	Jul-17	Jul-18	Jul-19	Waypoint 2 July 2022	Final Target
2.1 Go-On Impact	**Target**		**35%**	**40%**	**42%**	**43%**	**45%**
	Actual	**NA**	**35%**				
2.2 Number of Direct U of I Extension Contacts	Target		348,000	359,000	370,000	375,000	380,000
	Actual	338,261	360,258				
2.3 % Faculty Collaboration with Communities (HERI)	Target		61%	63%	65%	68%	70%
	Actual	57%	57%	57%			
2.4 NSSE Mean Service Learning, Field Placement or	Target		56%	58%	60%	66%	72%
	Actual	52%	52%				

Study Abroad							
2.5 Alumni Participation Rate	Target		9%	10%	11%	13%	15%
	Actual	9%	10%				
2.6 Economic Impact ($ Billion)	Target		1.1	1.2	1.3	1.7	2
	Actual	1.1	1.1	1.1			
2.7 Dual Credit (PMR) a) Total Credit Hours b) Unduplicated Headcount	Target		a. 6,500 b. 1,200	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250
	Actual	a. 6,002 b. 1,178	a. 10,170 b. 2,251				

GOAL 3: Transform – Educational Experiences That Improve Lives

- Increased student retention. U of I's 77 percent rate continued to lead Idaho public institutions. Retention and persistence milestones include Center for Excellence in Teaching and Learning, a central location for faculty and instructors to explore new technology and enhance skills. The new Vandal Success Center consolidates resources and offices in key locations to help students efficiently and effectively navigate their college experience.
- Built on a tradition of excellence in legal education by making first-year curriculum accessible in Boise at the Idaho Law and Justice Learning Center. The inaugural class of first-year law students took to the classrooms in Boise in fall 2017.
- Achieved inside and outside the classroom: Three graduate students earned National Science Foundation Graduate Research Fellowships while six others received honorable mention. Five recipients of the Benjamin A. Gilman International Scholarship and two Fulbright U.S. Student Award winners represented the university around the world in places like Ghana, Croatia and China. U of I had a university-wide cohort of 81 National Merit Scholars, leading among Northwest institutions. A commitment to service earned U of I a spot on the President's Higher Education Community Service Honor Roll.
- Succeeded in athletic competition: Vandal football won the Famous Idaho Potato Bowl in December 2016 while soccer, men's tennis and women's tennis won Big Sky Conference championships, and men's and women's basketball both played in the postseason.

TRANSFORM: FIRST WAYPOINT METRICS 2016/17-2018/19

Performance Measures		Baseline	Jul-17	Jul-18	Jul-19	Waypoint 2 July 2022	Final Target
3.1 Enrollment	**Target**		**12,000**	**12,500**	**13,000**	**15,000**	**17,000**
	Actual	**11,372**	**11,780**	**12,072**			
3.2 Equity Metric: First	**Target**		**80%|80%**	**85%|85%**	**90%|90%**	**95%|95%**	**100%|100%**

term GPA & Credits (% Equivalent)	Actual	75%|75%	62.5%|87.5%				
3.3 Retention – New Students (PMR)	Target		82%	83%	84%	87%	90%
	Actual	77%	77%	82			
3.4 Retention – Transfer Students	Target		77%	78%	79%	82%	85%
	Actual	83%	83%	82%			
3.5 Graduates (All Degrees)	Target		2,900	2,950	3,000	3,500	4,000
	Actual	2,861	2,668				
a) Undergraduate Degree (PMR)	Target		1,800	1,800	1,850	2,200	2,500
	Actual	1,767	1,651				
b) Graduate/Prof Degree (PMR)	Target		700|130	750|130	800|150	850|150	1,000|200
	Actual	741|123	584|122				
c) % of enrolled UG that graduate (PMR)	Target		20%	20%	20%	20%	20%
	Actual	20%	20%				
d) % of enrolled Grad students that graduate (PMR)	Target		29%	30%	31%	33%	35%
	Actual	29%	30%				
3.6 NSSE High Impact Practices	Target		70%	70%	75%	80%	85%
	Actual	67%	67%				
3.7 Remediation a) Number b) % of first-time freshman (PMR)	Target		a. 153 b. 14%	a. 158 b. 14%	a. 142 b. 12%	a. 124 b. 10%	a. 103 b. 8%
	Actual	a. 150 b. 14%	a. 230 b. 19%				

GOAL 4: Cultivate – A Valued and Diverse Community
- Made progress on a commitment to a market-based compensation model to bring equity to faculty and staff pay. U of I took steps on the multi-year effort by assessing market value and beginning incremental increases for impacted staff, resourced by internal monies and the revenues drawn from a program prioritization process – a committee-

led, yearlong process that sought a transparent and rigorous understanding of institution-wide program effectiveness.

- Revamped international recruitment with the launch of the Global Student Success Program, an on-campus pathway for international students, developed in partnership with Navitas.
- Gained on The Chronicle's 2017 Great Colleges to Work For assessment of employee satisfaction. A slight increase in overall satisfaction matched a 1 percent increase in satisfaction with compensation, benefits and work/life balance. Other increases included satisfaction with facilities (2 percent) and with shared governance (6 percent).
- Fostered a stronger, more inclusive and diverse multicultural community with initiatives in support of a growing Native American community. Leadership supported a student-led designation of Indigenous Peoples Day. Also, a new Tribal Nations Lounge was unveiled in the Bruce M. Pitman Center, displaying the flags of the 10 tribes U of I partners with through a formal memorandum of understanding.

CULTIVATE: FIRST WAYPOINT METRICS 2016/17-2018/19

Performance Measures		Baseline	Jul-17	Jul-18	Jul-19	Waypoint 2 July 2022	Final Target
4.1 "Great Colleges to Work For" Survey	**Target**		**Survey Avg in 3rd Group (of 5) (56%)**	**Survey Avg in 3rd Group (of 5)(62%)**	**Survey Avg in 4th Group (of 5)(66%)**	**Survey Avg in 4th Group (of 5)(70%)**	**Survey Avg in 4th Group (of 5)(73%)**
	Actual	**NA**	**Avg in 3rd Group (of 5)(56%)**				
4.2 Multicultural Enrollment Student Enrollment (Heads)	Target		2,933	3,130	3,305	4,000	4,300
	Actual	2,415	2,678	2,799			
4.3 International Student Enrollment (Heads)	Target		800	950	1,100	1,500	2,000
	Actual	766	664	717			
4.4 Full-time Staff Turnover Rate	Target		17.0%	16.0%	15.0%	12.0%	10.0%
	Actual	17.6%	15.70%				
4.5 % Multicultural	Target		a. 20% b. 13%	a. 21% b. 14%	a. 22% b. 15%	a. 23% b. 17%	a. 25% b. 18%
	Actual	a. 19%	a. 19%				

a. Faculty and b. Staff		b. 11%	b. 13%				
4.6 Cost per credit hour (PMR	Target		$355	c. $366	c. $377	c. $412	c. $450
	Actual	c. $335	$355				
4.7 Efficiency (graduates per $100K) (PMR)	Target		1.26	1.32	1.37	1.54	1.70
	Actual	1.20	1.10				

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SUBJECT
　　Planning, Policy and Governmental Affairs (PPGA) Standing Committee Report

APPLICABLE STATUTE, RULE OR POLICY
　　Idaho State Board of Education (Board) Governing Policies & Procedures, Bylaws Section I.F.3

ALIGNMENT WITH STRATEGIC PLAN
　　Goal 1: Educational System Alignment; Objective A: Access and Transparency

BACKGROUND/ DISCUSSION
　　The PPGA Committee Chair will give a report on current committee activities and progress toward implementing the Higher Education Task Force recommendations assigned to the committee.

　　Higher Education Task Force Recommendation Implementation:
1. 60% Goal – Restatement
　　a. Amendment to Strategic Plan – Completed
2. Structural Change and System Improvements
　　a. Ongoing discussions and identification of initiatives
　　b. Administrative Code amendments accepted by 2018 Legislature:
　　　　i. Incorporation of College and Career Readiness Standards
　　　　ii. Expansion of senior project to include internships, associate degrees and certificates
3. Guided Pathways (P-20)
　　a. Convening of stakeholder work group to bring forward recommendations to the state board. Initial convening early May. Membership will consist of stakeholders from across the P-20 spectrum
4. Improved Certificate and Degree Completion
　　a. Creation of Adult Learners Scholarship – Completed through expansion of Opportunity Scholarship to Adult Learners
　　b. Amendment to Opportunity Scholarship for Adult Learner population – temporary rule, April Board meeting, proposed rule promulgation pending
5. Increase dollars to fund student while lower cost/improving access
　　a. Adult learner scholarship – Completed through expansion of Opportunity Scholarship
　　b. Increased funding for state scholarship – Completed for FY19, additional funding considerations ongoing

　　Additional projects:
1. Review of high school graduation requirements
2. 2019-2019 rule promulgation
　　a. High School Graduation Requirements/STEM Diploma
　　b. Postsecondary Residency
　　c. Opportunity Scholarship/Adult Learners

    d. Administrator Certification Alternative Route
    e. Professional Endorsement
    f. Educator Certification/CTE Certification

IMPACT

The committee report will update Board members on efforts underway on projects within the PPGA Committee's area of responsibility.

STAFF COMMENTS AND RECOMMENDATIONS

Staff will be available to provide additional details on current PPGA initiatives, if needed, in the event the Chairman's update prompts questions.

BOARD ACTION

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

SUBJECT

Idaho Indian Education Program Updates – University of Idaho, Lewis-Clark State College, and North Idaho College.

REFERENCE

June 2015	Board approved the Idaho Indian education Strategic Plan.
April 2016	Board received and update on the State Tribal Education Partnership grants.

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment; Objective C: Access and implementation of the Board's K-20 Indian Education Strategic Plan.

BACKGROUND/DISCUSSION

In June 2015, the Board approved the Idaho Indian Education Strategic Plan which consists of two main goals: to promote academic excellence for American Indian students and increase culturally relevant pedagogy in teacher education programs. Since its approval, the strategic plan has significantly advanced the work of the Indian Education Committee in developing recommendations to incorporate culturally relevant pedagogy in Idaho Initial Certification Standards for professional educators. The work has also expanded collaboration between Tribal Education Departments, postsecondary institutions, and state agencies.

Since the April 2016, update continued progress has been made in targeting programs to provide greater access to Idaho's American Indian communities. To help inform the Board on the progress being made in this area the University of Idaho, Lewis-Clark State College, and North Idaho College will provide an update on successes they are having with their programs.

IMPACT

Targeted programs align with the Board's Indian Education Strategic Plan and help to increase awareness of the unique educational and cultural needs of American Indian students to improve their educational attainment.

STAFF COMMENTS AND RECOMMENDATIONS

University of Idaho's, Indigenous Knowledge for Effective Education Program (IKEEP) prepares and certifies culturally responsive Indigenous teachers to meet the unique needs of Native American students in K-12 schools. With the support of the University of Idaho's MOU Tribes (Coeur d'Alene Tribe, Confederated Tribes of the Colville Reservation, Confederated Tribes of the Umatilla Indian Reservation, Confederated Tribes of the Yakama Nation, Kalispel Tribe of Indians, Kootenai Tribe, Nez Perce Tribe, Shoshone-Bannock Tribes, Shoshone-Paiute Tribes and Spokane Tribe of Indians), the purpose of IKEEP is to recruit, prepare, certify and place culturally responsive American Indian educators into teaching positions in schools with high populations of Native American students. IKEEP

scholars are part of a teaching cohort committed to innovation in indigenous education. The University of Idaho will provide a brief update to the Board on this program, including an opportunity to speak to students participating in the program.

Lewis-Clark State College (LCSC) has implemented a number of strategies to increase access for American Indian students, these strategies include:
- Memorandum of Understanding (MOU) with Coeur d' Alene and Nez Perce Tribes, including an advisory board with LCSC president and tribal leaders meets twice annually
- Inter-institutional MOU with Washington State University, University of Idaho, North Idaho College, Northwest Indian College and LCSC, the MOU focus on collaboration in native studies and student services
- Nez Perce technical classes program
- Pi'amkinwaas American Indian center
  - Retention and recruitment activities
  - Centralized advising – staff focus
- Nez Perce Language Minor in collaboration with the University of Idaho and Nez Perce Tribe
- LCSC Native American alumni chapter scholarship fundraising and outreach
- Native American awareness week focused on history, culture and education

Like the four year institutions in norther Idaho, North Idaho College has also implemented a number of strategies to increase access for these students, these strategies include:
- American Indian Studies - The American Indian Studies program was designed in collaboration with the Coeur d'Alene Tribe. The curriculum is designed to provide a study of American Indians from a holistic and humanistic viewpoint by focusing on their cultural, historical, and contemporary lives
- Che'nshish Scholarship
- Tuition waiver for Plateau Tribes
- Reduced tuition rates for Canadian Natives
- American Indian Student Alliance
- American Indian Student Services
- American Indian Student Advisor

In addition to the update on the University of Idaho's IKEEP program the LCSC and NIC will provide an update to the Board on the progress the are having with their programs. The institutions in other parts of the state are also implementing targeted programs to increase access, retention and completion for this group of students. These three institutions are being highlighted at this time due to the Board meeting location in northern Idaho.

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

SUBJECT
    2018 Legislative Update

REFERENCE

June 2017	The Board approved legislative ideas for the 2018 legislative session.
August 2017	The Board approved 2018 legislation, including drafted language.
January 18, 2018	The Board approved support of two additional pieces of legislation regarding the hiring of executive staff by the Board and a framework establishing sideboards to dual credit courses paid for by the state.
February 2018	The Board received a legislative update on the progress of education related legislation and took action to endorse HB 504 (2018).
March 2, 2018	The Board took action to endorse HB 631 (2018), HB 648 (2018), SB 1291 (2018), and to oppose HB 566 (2018), and HB 590 (2018).
March 15, 2018	The Board discussed HB 693 (2018) and took action to oppose any legislation which would remove the requirement for a single statewide K-3 reading assessment or eliminate state funding for the assessment.

ALIGNMENT WITH STRATEGIC PLAN
    Goal 1: Educational System Alignment; Objective B: Alignment and Coordination
    Goal 2: Educational Attainment; Objective A: Higher Level of Education Attainment

BACKGROUND/DISCUSSION
    This item is to provide the Board with a final update of the status of education related legislation that was introduced during the 2018 legislative session.

    Following is a list of where each bill considered by the Board ended the session:

    Board Submitted Legislation:
- RS 25660 - Agricultural College Endowment (501-01) – Held in House Agricultural Affairs
- RS 25661 - College of Agriculture Seed Certification (501-07) – Pulled pending additional work with stakeholders on broader changes during the 2018 interim.
- RS 25663 - School District Employee Personnel Files (500-05) –Voted not to introduce – Held in House Education
- SB 1210 - Eastern Idaho Technical College Repeal – Passed, signed by the Governor
- SB 1211 - Professional Standards Commission – Clarification (500-07) – Held in House Education

- SB 1212 - Definition of Career Technical Education (501-11) – Passed, signed by the Governor
- SB 1221 - Transfer and Articulation – General Education Credits (501-05) – Passed, signed by the Governor
- SB 1222 - Career Technical Education Secondary Program Incentive Funding (501-21) – Passed, signed by the Governor
- SB 1295 - Career Technical Public School Funding (501-10) – Passed, signed by the Governor
- HB 365 - Liquor Account Community College Distribution (501-23) – Passed, signed by the Governor
- HB 366 - Worker Compensation for Work-Study Students (501-22) – Passed, signed by the Governor
- HB 367 - Public Postsecondary Education – Residency Determination (501-13) – Held in House Education (included in HB 631)
- HB 368 - Optional Retirement Plan – Postsecondary Education (501-08) – Passed, signed by the Governor

Board Supported Legislation:
- SB 1303 - Executive Staff – Would authorize the Board to hire executive staff.
- Advanced Opportunities (RS25720) – Would require dual credit courses paid for by the state to be a core foundational course; a credit bearing 100 level course or higher; an elective course taken for the purpose of career exploration; or part of a postsecondary pathway toward earning a badge, certificate or degree. – Not introduced
- SB 1279 - Opportunity Scholarship (RS25719) – Would allow up to twenty percent of the funds appropriated for the program to be awarded to adult students who have earned at least 24 credits and who are completing their first undergraduate degree or certificate.
- HB 504 – Creates the Quality Educator Loan Assistance Program Act to incentivize teachers to teach in rule schools – Returned to House Education Committee
- HB 631 – Higher Education Residency Requirements – Passed, signed by the Governor
- HB 648 – Secondary Computer Science Course Availability – Passed, signed by the Governor
- SB 1291 – School Turnaround Act – Returned to House Education Committee

Board Opposed Legislation:
HB 566 – Charter School Administrator Certification – Created separate certification requirements for Charter School Administrators that are lower than other school administrator certification requirements – Passed, vetoed by Governor
HB 590 – Guided Education Management Act – Created state private scholarship fund for select students to attend private schools – Held in Senate Education

IMPACT

This update provides the Board with the final status of Board approved and supported legislation and a list of all other education related legislation.

ATTACHMENTS

Attachment 1 – Introduced Education Related Legislation   Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The attached summary provides the status of each bill, at the close of the legislative session and indicates which bills will require the promulgation of rules during the 2018 interim.

All rules approved by the State Board of Education and submitted to the 2018 Legislature for consideration passed one or more bodies and went into effect March 28, 2018.

Board staff will be prepared to walk the Board through any of the listed legislation to answer questions regarding the impact that a given piece of legislation may have on the state educational system.

BOARD ACTION

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

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Education Related Legislation

Bill No	Description	Summary	Final Disposition	Rules
H0365	Liquor Account, Community Colleges	Amends existing law to revise provisions regarding distribution of moneys in the liquor account.	03/14/2018 House - Reported Signed by Governor on March 14, 2018	
H0366	Worker's Comp, Public Employment	Amends existing law to revise provisions regarding public employment.	03/07/2018 House - Reported Signed by Governor on March 7, 2018	
H0367	Education, Resident Student	Amends existing law to revise a definition.	01/18/2018 House - Reported Printed and Referred to Education	
H0368	Higher Education, Retirement	Amends existing law to revise provisions regarding optional retirement programs for state institutions of higher education and community colleges.	03/20/2018 House - Reported Signed by Governor on March 20, 2018	
H0411	Sign Language Interpreters	SIGN LANGUAGE INTERPRETERS – Amends existing law to revise the minimum age required for licensure and to provide an exemption for a person working in an Idaho public school setting who engages in the practice of sign language interpreting and meets the requirements of and is interpreting within the scope of the Idaho Educational Interpreter Act.	03/14/2018 House - Reported Signed by Governor on March 14, 2018	
H0412	Education, Common Core, Standards	EDUCATION – Amends existing law to establish provisions regarding content standards and curricular materials.	01/26/2018 House - Reported Printed and Referred to Ways & Means	
H0413	Education, Fed Funds Phase Out	EDUCATION – Adds to existing law to provide that the State of Idaho phase out the use of federal funds for grades K-12 education.	01/26/2018 House - Reported Printed and Referred to Ways & Means	
H0414	Sex Education	EDUCATION – Repeals and amends existing law to establish provisions regarding sex education.	01/26/2018 House - Reported Printed and Referred to Education	
H0415	Excused Absence, Military Funeral	EXCUSED ABSENCE FROM SCHOOL – Adds to existing law to provide that a student sounding taps at a military honors funeral held in this state for a deceased veteran shall be allowed an excused absence, to provide for notice, to provide for the effect on the calculation of daily attendance and compulsory attendance and to provide for the completion of school work.	02/15/2018 Senate - Introduced, read first time; referred to: Education	
H0418	Lobbyists, Actions	LOBBYISTS – Adds to existing law to prohibit state agencies from taking certain actions regarding lobbying.	01/29/2018 House - Reported Printed and Referred to State Affairs	
H0422	Free Speech, Higher Education	EDUCATION – Adds to existing law to prohibit certain free speech restrictions on public college and university campuses.	01/29/2018 House - Reported Printed and Referred to Ways & Means	
H0423	Firearms, School Property	FIREARMS – Amends existing law to provide exemptions for certain qualified retired law enforcement officers.	01/29/2018 House - Reported Printed and Referred to Ways & Means	
H0424	State Funds, Federal Cost-Sharing	STATE FUNDS – Adds to existing law to require the consent of the Legislature to enter into certain cost-sharing agreements and grants.	01/29/2018 House - Reported Printed and Referred to Ways & Means	
H0428	Public Servants, Pecuniary Benefits	PUBLIC SERVANTS – Amends existing law to revise provisions regarding pecuniary benefits to public servants, to revise an exception and to remove a certain exception.	01/29/2018 House - Reported Printed and Referred to Ways & Means	

H0443	School Districts, Firearm Education	EDUCATION – Adds to existing law to authorize a school district to offer a firearms safety education course to primary and secondary school students.	03/26/2018 House - Reported Signed by Governor on March 26, 2018	
H0451	Tax, Medical Residency Placement	INCOME TAXATION – Amends existing law to provide an income tax credit for charitable contributions made to medical residency placement organizations accredited by the Accreditation Council for Graduate Medical Education or the American Osteopathic Association or their designated nonprofit support organizations based in Idaho and devoted to training residents in Idaho.	03/01/2018 House - Reported Signed by Governor on March 1, 2018	
H0469	School Safety Patrols	MOTOR VEHICLES – Amends existing law to revise provisions regarding school safety patrols.	03/14/2018 House - Reported Signed by Governor on March 14, 2018	
H0472	Rural Physicians, State Match	EDUCATION – Amends existing law to provide a state match for student contributions to the Rural Physician Incentive Fund.	03/19/2018 House - Reported Signed by Governor on March 19, 2018	
H0490	Nonclassified employees, bonuses		03/19/2018 House - Reported Signed by Governor on March 19, 2018	
H0498	Information Tech Services	INFORMATION TECHNOLOGY SERVICES – Adds to and repeals existing law to provide for the Office of Information Technology Services in the Office of the Governor, to provide for the receipt of payment for services to federal, county and city agencies, to provide for the general powers and duties of the authority and to provide for the transfer of responsibility for the integrated property records system.	02/07/2018 House - Reported Printed and Referred to Commerce & Human Resources	
H0501	Measurable Student Achievement	EDUCATION – Amends existing law to revise the definition of Measurable Student Achievement used for determining career ladder compensation rung movement requirements (removes reference to the Idaho reading assessment from the list of student achievement measures.	03/27/2018 House - Veto SUSTAINED by House: Ayes 29 Nays 34 Abs/Excd 7	
H0502	Mastery-Based Education	EDUCATION – Amends existing law to revise provisions regarding mastery-based education.	02/07/2018 House - Reported Printed and Referred to Education	
H0503	Education, Career Ladder	EDUCATION – Amends existing law to revise provisions regarding the career ladder allowing OT and PT certificated staff to be placed on the career ladder based on years of employment in a school/district rather than years of certifications.	03/20/2018 House - Reported Signed by Governor on March 20, 2018	**O**
H0504	Educator loan assistance program	Established an Educator Loan Assistance Program to incentivize teachers to teach in rural schools	03/05/2018 House - U.C. to be returned to Education Committee	
H0565	Firearms, retired law enforcement	Amends existing law to provide that retired law enforcement officers may carry a concealed weapon in certain places, including postsecondary campuses	03/20/2018 House - Reported Signed by Governor on March 20, 2018	
H0566	Charter school administrators	Amends existing law to establish a charter school administrator certificate separate from existing school administrator certificates	03/28/2018 House - Returned from Governor vetoed on March 28, 2018	
H0579	Sex education	Repeals and amends existing law to establish provisions regarding sex education.	02/22/2018 House - Take bill off General Orders; referred to Education	

H0580	Education, session law repeal	Repeals the sunset established for provisions pertaining to local Boards of Trustees hiring individuals who are related to Board members under certain circumstances	03/20/2018 House - Reported Signed by Governor on March 20, 2018	
H0589	Mastery-based education	Amends existing law to revise provisions regarding mastery-based education, removing the limit on incubator schools	02/28/2018 Senate - Introduced, read first time; referred to: Education	
H0590	Guided education management act	Establish the GEM (Guided Education Management) Scholarship Act, creates GEM Scholarships to pay for qualified education expenses for certain students	03/06/2018 Senate - Introduced, read first time; referred to: Education	
H0607	Information technology services	Establish in the Office of the Governor the Office of Information Technology Services. This office will oversee and coordinate implementation of information technology services and cybersecurity policies within the State of Idaho, including postsecondary institutions.	03/26/2018 House - Reported Signed by Governor on March 26, 2018	
H0622	Higher education, free speech	Adds to existing law to provide that, except as otherwise permitted by the First Amendment to the United States Constitution, no public institution of higher education shall abridge the constitutional freedom of any individual to speak on campus.	03/05/2018 Senate - Introduced, read first time; referred to: Education	
H0629	High school, apprenticeship	Amends existing law to exempt high school students from apprenticeship registration requirements under certain circumstances.	03/20/2018 House - Reported Signed by Governor on March 20, 2018	
H0630	Education, rural support networks	Adds to existing law to establish provisions regarding rural education support networks	03/07/2018 House - Failed: Ayes 20 Nays 48 Abs/Excd 2, Filed in Office of Chief Clerk	
H0631	Higher ed., residency requirements	Amends existing law to revise provisions regarding residency requirements, including allowing students under certain circumstances to earn residency status while in the state for solely educational purposes	03/20/2018 House - Reported Signed by Governor on March 20, 2018	**R**
H0632	Educational support program funding	Amends existing law to revise provisions regarding the Educational Support Program, increasing the minimum funding available to schools for college and career advising	03/26/2018 House - Reported Signed by Governor on March 26, 2018	**O**
H0633	Education, representation cards	Amends existing law to provide that representation cards establishing a local education organization's representative status must be signed by professional employees at least once every two years.	02/26/2018 House - Reported Printed and Referred to Education	
H0634	Education, suicide prevention	Adds to existing law to establish provisions regarding suicide prevention in schools.	03/26/2018 House - Reported Signed by Governor on March 26, 2018	
H0639	Bond elections	Amends existing law to provide that a taxing district may not run another bond election for eleven months after a failed bond election	03/02/2018 Senate - Introduced, read first time; referred to: State Affairs	
H0641	Higher education, residency	Amends existing law to revise provisions regarding residency requirements	02/28/2018 House - Reported Printed and Referred to Education	
H0647	Education, representative status	Amends existing law to revise the length of time that a representative status of a professional employee will be valid for purposes of	03/20/2018 House - Reported Signed by Governor on March 20, 2018	
H0648	Computer science courses	Adds to existing law to revise provisions regarding availability of secondary computer science courses	03/23/2018 House - Reported Signed by Governor on March 23, 2018	**O**

H0654	Approp, public television, orig	Appropriates $9,448,600 to Idaho Public Television for fiscal year 2019; and limits the number of authorized full-time equivalent positions to 68.48.	03/19/2018 House - Reported Signed by Governor on March 19, 2018	
H0662	Approp, edu bd, ag research, orig	Appropriates $31,331,100 to the Agricultural Research and Cooperative Extension Service for fiscal year 2019; and exempts the appropriation from object transfer limitations.	03/20/2018 House - Reported Signed by Governor on March 20, 2018	
H0669	Approp, STEM action center, orig	Appropriates $4,676,600 to the STEM Action Center for fiscal year 2019; limits the number of authorized full-time equivalent positions to 6.00; and provides for an appropriation and transfer of moneys to the STEM Education Fund.	03/26/2018 House - Reported Signed by Governor on March 26, 2018	
H0672	Approp, edu bd, office, orig	Appropriates $15,961,200 to the Office of the State Board of Education for fiscal year 2019; limits the number of authorized full-time equivalent positions to 34.25; authorizes the reappropriation of the Federal Grant Fund; authorizes the reappropriation of the Public Charter School Authorizers Fund; provides legislative intent regarding dual credit students; and provides legislative intent regarding reporting annual payments to the Idaho State Building authority.	03/26/2018 House - Reported Signed by Governor on March 26, 2018	
H0686	Approp, edu bd, special prgms, orig	Appropriates $23,366,800 to Special Programs under the State Board of Education for fiscal year 2019; limits the number of authorized full-time equivalent positions to 45.59; and provides legislative intent for the Opportunity Scholarship Program Account.	03/26/2018 House - Reported Signed by Governor on March 26, 2018	
H0693	Education, reading intervention	Removes the statewide K-3 reading assessment	03/15/2018 House - Reported Printed and Referred to Education	
HCR049	Public school funding, committee	Extending the Interim Public School Funding Committee for an additional year	03/14/2018 House - Delivered to Secretary of State at 2:44 p.m. on March 14, 2018	
HCR060	Rule rejection, science standards	Rejecting identified standards from Science Content Standards	03/13/2018 House - Reported Printed and Referred to Education	
HCR061	Ed., rule reject, science standards	Rejecting identified standards and supporting concepts from Science Content Standards	03/15/2018 House - Reported Printed and Referred to Education	
S1210	Eastern Idaho Technical College	HIGHER EDUCATION – Amends and repeals existing law referencing Eastern Idaho Technical College.	02/01/2018 House - Read First Time, Referred to Education	
S1211	Education, professional standards	EDUCATION – Amends existing law to revise provisions regarding the Professional Standards Commission.	01/18/2018 Senate - Reported Printed; referred to Education	
S1212	Education, Career Technical	EDUCATION – Amends existing law to revise terminology and a definition.	01/18/2018 Senate - Reported Printed; referred to Education	
S1221	College Credit Transfer	EDUCATION – Amends and adds to existing law to establish provisions regarding transfer of college credit.	01/22/2018 Senate - Reported Printed; referred to Education	O
S1222	Career Technical Education Funding	EDUCATION – Adds to existing law to establish provisions regarding a quality funding mechanism for career technical education secondary programs and incentive funding for workforce readiness.	01/30/2018 House - Read First Time, Referred to Education	O

S1227	Immunizations, Exemptions	IMMUNIZATIONS – Amends existing law to clarify language regarding exemptions.	01/25/2018 Senate - Reported Printed; referred to Health & Welfare	
S1228	Precinct Boards, Students, Age	ELECTIONS – Amends existing law to revise the minimum age of a student who may be appointed to an election precinct board.	01/25/2018 Senate - Reported Printed; referred to State Affairs	
S1233	Stem Action Center	SCIENCE, TECHNOLOGY, ENGINEERING AND MATH EDUCATION – Amends existing law to provide for the STEM Action Center Advisory Board, to revise the terms of certain members of the board, to provide for staggered terms, to revise the duties of the STEM Action Center and to provide that the administrator shall report the progress of the STEM Action Center.	02/02/2018 Senate - Read second time; filed for Third Reading	
S1249	Education, Organ Donation	EDUCATION – Amends existing law to require public institutions of higher education to notify students of the option to register as an organ donor.	01/31/2018 Senate - Reported Printed; referred to Health & Welfare	
S1263	Education, Severance Allowance	EDUCATION – Amends existing law to revise provisions regarding severance allowance at retirement for a public school employee.	02/02/2018 Senate - Reported Printed; referred to Education	
S1266	Education, Math Credits	EDUCATION – Amends existing law to remove the requirement for the Talented and Gifted Student Program that two semester credits of mathematics must be taken in the final year of high school.	02/05/2018 Senate - Reported Printed; referred to Education	
S1267	Stem Diploma	EDUCATION – Adds to existing law to establish provisions regarding a STEM diploma.	02/05/2018 Senate - Reported Printed; referred to Education	**R**
S1278	Education, wireless technology	Amends existing law to revise provisions regarding wireless technology standards	03/15/2018 Senate - Signed by Governor on 03/15/18	
S1279	Idaho opportunity scholarship	Amends existing law to provide that certain funds may be used for scholarship awards to adults meeting certain criteria.	03/23/2018 Senate - Signed by Governor on 03/23/18	**R**
S1280	School district trustees	Amends existing law to revise provisions regarding school district trustees elections, moving from the current date of May in odd numbered years to the city elections in November of odd numbered years.	03/20/2018 Senate - Signed by Governor on 03/20/18	
S1291	School turnaround act	Adds to existing law to enact the School Turnaround Act.	03/20/2018 House - U.C. to be returned to Education Committee	
S1292	Advanced opportunities scholarship	Amends existing law to revise eligibility and reimbursement requirements for courses and credits that qualify for the Advanced Opportunities Scholarship.	03/15/2018 Senate - Signed by Governor on 03/15/18	**O**
S1293	Education, limited contracts	Amends and adds to existing law to provide a code reference and to establish provisions regarding limited contracts for certain employees.	02/23/2018 House - Read First Time, Referred to Education	
S1294	Cigarette, tobacco tax	Amends existing law to revise provisions regarding the cigarette tax and the tobacco tax to allow ISDB to receive Safe and Drug Free School Funding.	03/14/2018 Senate - Signed by Governor on 03/14/18	
S1295	Career technical schools, funding	Amends existing law to revise provisions regarding funding for career technical schools	03/28/2018 Senate - Signed by Governor on 03/28/18	**O**
S1303	Office of state board of education	Amends existing law to provide that the State Board of Education may appoint executive staff	02/13/2018 Senate - Reported Printed; referred to Education	
S1304	School transportation support prgm.	Amends existing law to increase the state's share of the public school transportation program, to remove language regarding	02/13/2018 Senate - Reported Printed; referred to Education	

		state Department of Education training and fee assessments and depreciation and maintenance, to provide for a phase out and to provide for distribution of savings		
S1344	Approp, edu bd, college univ, orig	Appropriates $576,786,400 to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education for fiscal year 2019; provides certain reappropriation authority; exempts the appropriation from object and program transfer limitations; and provides legislative intent for systemwide needs.	03/23/2018 Senate - Signed by Governor on 03/23/18	
S1347	Approp, pub schls admin, orig	Appropriates $93,724,700 to the Public Schools Educational Support Program/Division of Administrators for fiscal year 2019; and amends existing law to increase the salary-based apportionment for administrators	03/22/2018 Senate - Signed by Governor on 03/22/18	
S1348	Approp, pub schls teachers, orig	Appropriates $970,079,600 to the Public Schools Educational Support Program/Division of Teachers for fiscal year 2019; directs the use of moneys for professional development; defines the term "distributed"; and provides legislative intent regarding the College and Career Advisors and Student Mentors Program	03/22/2018 Senate - Signed by Governor on 03/22/18	
S1349	Approp, pub schls operations, orig	Appropriates $687,765,800 for the Public Schools Educational Support Program/Division of Operations for fiscal year 2019; amends existing law to increase the salary-based apportionment for classified staff; provides an estimate for discretionary funds per support unit; provides for expenditures for information technology staff; provides for classroom technology and instructional management systems; defines the term "distributed"; allows for transfers among other divisions; and makes a General Fund transfer	03/26/2018 Senate - Became law without Governor's signature on 03/26/18	
S1350	Approp, pub schls children's, orig	Appropriates $310,044,600 to the Public Schools Educational Support Program/Division of Children's Programs for fiscal year 2019; and provides legislative intent	03/22/2018 Senate - Signed by Governor on 03/22/18	
S1351	Approp, pub schls facilities, orig	Appropriates $53,545,700 to the Public Schools Educational Support Program/Division of Facilities for fiscal year 2019; provides moneys for the Bond Levy Equalization Fund; specifies the amount of revenue to be distributed to the General Fund; and makes a transfer to the Public School Income Fund.	03/22/2018 Senate - Signed by Governor on 03/22/18	
S1352	Approp, pub schls cntrl srvs, orig	Appropriates $14,475,300 for the Public Schools Educational Support Program/Division of Central Services for fiscal year 2019; and provides legislative intent	03/22/2018 Senate - Signed by Governor on 03/22/18	
S1353	Approp, pub schls deaf blind, orig	Appropriates $10,979,400 to the Public Schools Educational Support Program/Division of Educational Services for the Deaf and the Blind for fiscal year 2019	03/16/2018 Senate - Returned from House Failed; to Secretary of Senate	

S1354	Approp, supt public instruc, orig	Appropriates $39,273,000 to the Superintendent of Public Instruction for fiscal year 2019; limits the number of authorized full-time equivalent positions to 142.00; and provides direction on distributions	03/26/2018 Senate - Signed by Governor on 03/26/18	
S1357	Approp, edu bd, career tech, orig	Appropriates $75,963,200 to the Division of Career Technical Education for fiscal year 2019; exempts the appropriation from object transfer limitations; provides legislative intent regarding repurposing of an appropriation; reappropriates certain unexpended and unencumbered fund balances; and transfers a cash balance	03/26/2018 Senate - Signed by Governor on 03/26/18	
S1359	Approp, edu bd, comm college, orig	Appropriates $46,926,600 to the State Board of Education for Community Colleges for fiscal year 2019; and exempts the appropriation from object and program transfer limitations	03/27/2018 Senate - Signed by Governor on 03/27/18	
S1377	Approp, state police, add'l	Appropriates an additional $394,000 to the Idaho State Police for fiscal year 2019	03/09/2018 Senate - Reported delivered to the Secretary of State on 03/09/18	
SCR129	Self-sufficient families	Stating findings of the Legislature and encouraging the adoption of policies that build the capacity of the family to be self-sufficient rather than increase government programs	03/15/2018 House - Read First Time, Referred to Education	
SCR147	Career-tech, rule rejection	Stating findings of the Legislature and rejecting a certain rule of the Division of Career-Technical Education relating to Rules of Career Technical Schools	03/22/2018 Senate - Signed by Governor on 03/22/18	

Board Bill ☐ Rule Required = R Rule Optional = O

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SUBJECT

Board Policy I.E. Executive Officers, V.I. Real and Personal Property and Services, and V.U. Entertainment and Related Expenses – First Reading

REFERENCE

December 2013	Board approved first reading of Board Policy V.U. providing clarification of allowable entertainment expenses.
February 2014	Board approved second reading of Board Policy V.U.
April 2014	Board approved first reading of Board Policy V.I., amending authorization thresholds for alignment between policies.
June 2014	Board approved second reading of Board Policy V.I.
August 2016	Board approved first reading of Board Policy I.E. Executive Officers – vehicle allowance
October 2016	Board approved second reading of Board Policy I.E.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I.E. Executive Officers, V.I. Real and Personal Property and Services and V.U. Entertainment Related Expenses

ALIGNMENT WITH STRATEGIC PLAN

Governance issue.

BACKGROUND/DISCUSSION

Board Policy I.E., Executive Officers, outlines provisions and responsibilities for the Board's chief executive officers at the agencies and institutions under the Board's direct governance; including, provision for institutional presidents housing, automobile, and entertainment expense reimbursements. Board Policy, I.E.3, requires the president to live in the institutions "official residence" when the institution has such residence, in the event that the institution does not own an official residence, a housing allowance must be provided that is similar in value to living in an official residence. Additionally, this section requires the president to receive reimbursement for official entertainment expenses and be provided with a vehicle allowance. All of these allowances are provisions that are then also included in the presidents employment agreement. Currently two institutions have an official residence, Lewis-Clark State College and Idaho State University, and the official residence at the University of Idaho is under construction. Due to the varying availability of these residences across the campuses that the Board governs and the presidential searches conducted this year these provisions in Board policy have been re-evaluated. At this time it is recommended that Board Policy I.E.3. be eliminated and provisions regarding housing, automobile allowances and reimbursement of official entertainment expenses be established solely through presidents' employment agreements.

In addition to the provision outlined in Board Policy I.E. above, Board Policy V.I. Real and Personal Property and Services, subsection 4 includes an exception to the vehicle use policy specific to chief executive officers and Board Policy V.U. Entertainment Related Expenses, subsection 1.d. includes provisions regarding country club or dining club membership for senior staff. With the proposed amendments to Board Policy I.E. these additional provisions will be eliminated or updated as applicable to reflect the change.

IMPACT
Approval of the proposed amendments would eliminate requirements for presidential house, automobile allowance, and entertainment expenses from Board policy.

ATTACHMENTS
Attachment 1 – Board Policy I.E. Executive Officers – First Reading   Page 5
Attachment 2 – Board Policy V.I. Real and Personal Property and
            Services – First Reading   Page 10
Attachment 3 – Board Policy V.U. Entertainment Related Expenses
        -   First Reading   Page 15

STAFF COMMENTS AND RECOMMENDATIONS
The proposed amendments to Board Policy I.E. allow the Board greater flexibility in negotiating employment agreements with perspective institution presidents, allowing the Board to be more competitive in recruiting and retaining individuals into these positions. The proposed amendments would bring Board Policies V.I. and V.U. into alignment with the amendments proposed in Board Policy I.E.

Staff recommends approval.

BOARD ACTION
I move to approve the first reading of proposed amendments to Board Policy section I.E. Executive Officers, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the first reading of proposed amendments to Board Policy section V.I. Real and Personal Property and Services, as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the first reading of proposed amendments to Board Policy section V.U. Entertainment Related Expenses, as submitted in Attachment 3.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: E. Executive Officers   **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.

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~~ system-wide concern.

6) Notification to Board President or Executive Director of any ~~out-of-state~~ absence exceeding one week during which time the chief executive officer will be unavailable or out-of-country.

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 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), than 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.

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. 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.

43. Institutional Presidents: Official Duties Related Spousal Expenses

The Board acknowledges that the spouse of an institutional president provides valuable service activities on behalf of the institution, the Board, and to the Idaho higher education system. The Board further recognizes that the spouse may be expected to attend certain functions related to the ongoing mission and purposes of the institution. Accordingly, a spouse shall be eligible for reimbursement of authorized official travel and business related expenses, in accordance with the State of Idaho's travel and expense policies, as long as such expenses have a bona fide business purpose. To be a bona fide business purpose the presence and activities of the spouse at the function must be significant and essential (not just beneficial) to the institution. A president's spouse attending official functions as part of protocol or tradition and where the spouse makes an important contribution to the function can be considered serving a business purpose. For example, ceremonial functions, fundraising events, alumni gatherings, community, and recruiting events are examples of activities at which the presence of a spouse may contribute to the mission of the

University. If a spouse has no significant role, or performs only incidental duties of a purely social or clerical nature, then such does not constitute a bona fide business 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.

54. 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.).

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: I. Real and Personal Property and Services   June 2014

1. Authority

   a. The Board may acquire, hold, and dispose of real and personal property pursuant to Article IX, Section 2 and Article IX, Section 10, Idaho Constitution, pursuant to various sections of Idaho Code.

   b. Leases of office space or classroom space by any institution, school or agency except the University of Idaho are acquired by and through the Department of Administration pursuant to Section 67-5708, Idaho Code.

   c. All property that is not real property must be purchased consistent with Sections 67-5715 through 67-5737, Idaho Code, except that the University of Idaho may acquire such property directly and not through the Department of Administration. Each institution, school and agency must designate an officer with overall responsibility for all purchasing procedures.

   d. Sale, surplus disposal, trade-in, or exchange of property must be consistent with Section 67-5722, Idaho Code, except that the University of Idaho may dispose of such property directly and not through the Department of Administration.

   e. If the Executive Director finds or is informed that an emergency exists, he or she may consider and approve a purchase or disposal of equipment or services otherwise requiring prior Board approval. The institution, school or agency must report the transaction in the Business Affairs and Human Resources agenda at the next regular Board meeting together with a justification for the emergency action.

2. Acquisition of Real Property

   a. Acquisition of a real property interest, other than a leasehold interest, with a purchase price between five hundred thousand dollars ($500,000) and one million dollars ($1,000,000) requires prior approval by the Executive Director. A purchase exceeding one million dollars ($1,000,000) requires prior Board approval.

   b. Any interest in real property acquired for the University of Idaho must be taken in the name of the Board of Regents of the University of Idaho.

   c. Any interest in real property acquired for any other institution, school or agency under the governance of the Board must be taken in the name of the State of Idaho by and through the State Board of Education.

d. This does not preclude a foundation or other legal entity separate and apart from an institution, school or agency under Board governance from taking title to real property in the name of the foundation or other organization for the present or future benefit of the institution, school or agency.   (See Section V.E.)

e. Acquisition of a leasehold interest in real property by or on behalf of an institution, school or agency requires prior Executive Director approval if the cost exceeds five hundred thousand dollars ($500,000) over the term, or by the Board if the term of the lease exceeds five (5) years or if the cost exceeds one million dollars ($1,000,000) over the term.

f. Appraisal.
An independent appraiser must be hired to give an opinion of fair market value before an institution, school or agency acquires fee simple title to real property.

g. Method of sale - exchange of property.
The Board will provide for the manner of selling real property under its control, giving due consideration to Section 33-601(4), applied to the Board through Section 33- 2211(5), and to Chapter 3, Title 58, Idaho Code. The Board may exchange real property under the terms, conditions, and procedures deemed appropriate by the Board.

h. Execution.
All easements, deeds, and leases excluding easements, deeds, and leases delegated authority granted to the institutions and agencies must be executed and acknowledged by the president of the Board or another officer designated by the Board and attested to and sealed by the secretary of the Board as being consistent with Board action.

3. Acquisition of Personal Property and Services

a. Purchases of equipment, data processing software and equipment, and all contracts for consulting or professional services either in total or through time purchase or other financing agreements, between five hundred thousand dollars ($500,000) and one million dollars ($1,000,000) require prior approval by the executive director. The executive director must be expressly advised when the recommended bid is other than the lowest qualified bid. Purchases exceeding one million dollars ($1,000,000) require prior Board approval. If the project budget for a purchase or the renewal cost for a service agreement increases above the approved amount, then the institution or agency may be required to seek further authorization, as follows:

Project or Service Agreement Originally Authorized By	Original Project Cost or Total Obligation for Service Agreement	Cumulative Value of Change(s)	Aggregate Revised Project Cost or Total Obligation for Renewal to Service Agreement	Change Authorized By
Local Agency	< $500,000	Any	< $500,000	Local Agency
Local Agency	< $500,000	Any	$500,000-$1,000,000	Executive Director
Local Agency	<$500,000	Any	> $1,000,000	SBOE
Executive Director	$500,000-$1,000,000	<= $500,000	<= $1,000,000	Local Agency
Executive Director	$500,000-$1,000,000	Any	>$1,000,000	SBOE
SBOE	> $1,000,000	< $500,000	Any	Local Agency
SBOE	> $1,000,000	$500,000-$1,000,000	Any	Executive Director
SBOE	> $1,000,000	>$1,000,000	Any	SBOE

b. Acquisition or development of new administrative software or systems that materially affect the administrative operations of the institution by adding new services must be reviewed with the executive director before beginning development. When feasible, such development will be undertaken as a joint endeavor by the four institutions and with overall coordination by the Office of the State Board of Education.

4. Hold of Personal Property

   a. Inventory
   An inventory of all items of chattel property valued at two thousand dollars ($2,000) or limits established by Department of Administration owned or leased by any agency or institution must be maintained in cooperation with the Department of Administration as required by Section 67-5746, Idaho Code.

   b. Insurance
   Each agency and institution must ensure that all insurable real and personal property under its control is insured against physical loss or damage and that its employees are included under any outstanding policy of public liability insurance maintained by the state of Idaho. All insurance must be acquired through the State Department of Administration or any successor entity.

   c. Vehicle Use
   Vehicles owned or leased by an institution or agency must be used solely for institutional or agency purposes. ~~Employees may not, with certain exceptions, keep institutional vehicles at their personal residences. Exceptions to this policy include the chief executive officers and other employees who have received specific written approval from the chief executive officer of the institution or agency.~~

5. Disposal of Real Property

    a. Temporary Permits
        Permits to make a temporary and limited use of real property under the control of an institution or agency may be issued by the institution or agency without prior Board approval.

    b. Board approval of other transfers

        i. Leases to use real property under the control of an institution, school or agency require prior Board approval - if the term of the lease exceeds five (5) years or if the lease revenue exceeds two hundred fifty thousand dollars ($250,000).

        ii. Easements to make a permanent use of real property under the control of an institution, school or agency require prior Board approval - unless easements are to public entities for utilities.

        iii. The transfer by an institution, school or agency of any other interest in real property requires prior Board approval.

6. Disposal of Personal Property

    Sale, surplus disposal, trade-in, or exchange of property with a value greater than five hundred thousand dollars ($500,000) and less than one million dollars ($1,000,000) requires prior approval by the Executive Director. Sale, surplus disposal, trade-in, or exchange of property with a value greater than one million dollars ($1,000,000) requires prior Board approval. All disposals approved by the Executive Director shall be reported quarterly to the Board.

    a. First Refusal
        When the property has a value greater than five thousand dollars ($5,000), the institution, school or agency must first make a good faith effort to give other institutions, school and agencies under Board governance the opportunity of first refusal to the property before it turns the property over to the Department of Administration or otherwise disposes of the property.

    b. Sale of Services
        The sale of any services or rights (broadcast or other) of any institution, school or agency   requires prior approval of the Board when it is reasonably expected that the proceeds of such action may exceed two hundred fifty thousand dollars ($250,000). Any sale of such services or rights must be conducted via an open bidding process or other means that maximizes the returns in revenues, assets, or benefits to the institution, school or agency.

c. Inter-agency Transfer
Transfer of property from one Board institution, school or agency to another institution, school or agency under Board governance may be made without participation by the State Board of Examiners or the Department of Administration, but such transfers of property with a value greater than two hundred fifty thousand dollars ($250,000) require prior Board approval.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: U. Entertainment Related Expenses   **February 2014**

1. The chief executive officer and his or her designated employees are authorized to use appropriated, foundation and local funds for entertainment and related expenses for official functions which support the institutional mission and serve a business purpose.

   a. Entertainment involves guests external to the institution and is related to one or more of the following purposes:
      i. recognition or promotion of academic achievement, scholarship, service to the institution, or athletic achievement
      ii. promotion or communication of intellectual ideas and/or exchange of administrative and operational information on the institution's programs or activities
      iii. support of institution-sponsored student events and activities
      iv. development events (donor receptions, fundraising activities, etc.)
      v. advocacy events with elected officials and policymakers, subject to the limitations of Title 18, Chapter 13, Idaho Code
      vi. assistance to the State Board of Education, accrediting agencies, officials from other institutions, etc.

   b. Meals may be provided for institution administrative/business meetings if integral to the meeting and the meeting time encompasses a normal meal time. Meetings at which a meal is provided must include at least one institution employee, be agenda driven, and be directly related to specific institution business.

   c. Public relations expenses, and business and civic club memberships (e.g. chamber of commerce or Rotary Club), and charitable contributions, are allowable if they are reasonable, necessary, and related to the function of the institution. Membership at a country club or dining club shall not be allowed unless specifically provided for in an employment agreemend approved by the Board.

   d. Membership at a country club or dining club shall be limited to institution senior management, shall be specifically provided for in an employment agreement and requires prior Board approval.

2. All expenses authorized in this Subsection shall be properly documented to support the business purpose of the expenditure. In addition, actual expenses shall be reported to the Board upon request.

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SUBJECT

> Temporary Rule – Docket No. 08-0113-1801, Rules Governing the Opportunity Scholarship Program

REFERENCE

August 2015	Board approved proposed rule amendments, consisting of technical edits allowing for greater efficiency in administering the Opportunity Scholarship program.
November 30, 2015	Board approved pending rule Docket 08-0113-1501, Rules Governing the Opportunity Scholarship.
August 31, 2017	Board approved proposed rule Docket 08-0113-1701, Rules Governing the Opportunity Scholarship making technical corrections and clarifying that GPA's of more than one decimal place will be rounded up.
November 15, 2017	Board approved pending rule Docket 08-0113-1701.

APPLICABLE STATUTE, RULE, OR POLICY

> Idaho Administrative Code, IDAPA 08.01.13, Rules Governing the Opportunity Scholarship Program
> Section 33-4303, Idaho Code, Opportunity Scholarship

ALIGNMENT WITH STRATEGIC PLAN

> Goal 2: Educational Attainment; Objective C: Access

BACKGROUND/DISCUSSION

> IDAPA 08.01.13 sets out the eligibility and application requirements for Opportunity Scholarship applicants as authorized by Section 33-4303, Idaho Code. Senate Bill 1279 (2018), amended Section 33-4303, Idaho Code, authorizing the State Board of Education to award up to 20% of the funds appropriated for the Opportunity Scholarship to individuals with 24 or more postsecondary credits. Additionally, the 2018 Legislature appropriated an additional $3.5M ongoing funds in FY19 for the Opportunity Scholarship Program.

> The current Opportunity Scholarship requirements include a requirement that applicants apply for the scholarship and the FAFSA by March 1 and that student have a 3.0 grade point average (GPA) or higher. The temporary rule would make amendments to the student eligibility and application requirements to allow for a portion of the Opportunity Scholarship awards to be used in FY19 for individuals who have earned 24 or more postsecondary credits. Proposed amendments would include:

> - Lowering the minimum GPA to 2.7;
> - Allowing students who have earned 24 or more credits to apply up to three-weeks prior to the start of the term;
> - Require these students to have "stopped out" for 24 or more months;
> - Allow students to attend part-time;

- Pro-rate the amount of the award based on the number of credits attempted; and
- Require students to show progress on their educational plan to maintain scholarship eligibility.

The temporary rule amendments have been based on research from other states who have implemented similar scholarships and feedback received from the legislature during the 2018 Legislative Session.

IMPACT
The temporary rule will allow scholarships to be awarded to students who have earned 24 or more credits to apply for the expanded Opportunity Scholarship.

ATTACHMENTS
Attachment 1 – Temporary Rule Docket No. 08-0113-1801   Page 5

STAFF COMMENTS AND RECOMMENDATIONS
Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. A rule must go through the proposed rule and pending rule steps to become a final rule. Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action and expire at the end of the next legislative session, unless, the legislature is requested to extend the rule. 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 meets the requirements of conferring a benefit and bringing the rule into compliance with amendments to Section 33-4303, Idaho Code enacted through SB 1279 (2018).

A proposed and then pending rule will be brought back to the Board for consideration at the August Board meeting following the negotiated rulemaking process. Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the Board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration

during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

Negotiated rulemaking for the proposed rule amendments will be open to all interested parties, including Legislators and Idaho postsecondary institutions financial aid directors.

Staff recommends approval.

BOARD ACTION

I move to approve temporary rule – Docket No. 08-0113-1801, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08.01.13 Rules Governing the Opportunity Scholarship Program

000. LEGAL AUTHORITY.
In accordance with Sections 33-105, and 33-4303, Idaho Code, the State Board of Education (Board) shall promulgate rules implementing the provisions of Title 33, Chapter 56, Idaho Code.

001. TITLE AND SCOPE.

   01. Title. These rules shall be cited as IDAPA 08.01.13, "Rules Governing the Opportunity Scholarship Program."

   02. Scope. These rules constitute the requirements for the Opportunity Scholarship Program.

002. WRITTEN INTERPRETATIONS.
In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations, if any, of the rules of this chapter are available at the Board.

003. ADMINISTRATIVE APPEALS.
Unless otherwise provided for in the rules of the Board or in the Board Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein.

004. INCORPORATION BY REFERENCE.
There are no documents that have been incorporated by reference into these rules.

005. OFFICE INFORMATION.

   01. Office Hours. The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays.

   02. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho.

   03. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037.

   04. Telephone Number. The telephone number of the Board is (208) 334-2270.
   05. Facsimile. The facsimile number of the Board is (208) 334-2632.

   06. Electronic Address. The electronic address of the Board of Education at www.boardofed.idaho.gov.

006. PUBLIC RECORDS ACT COMPLIANCE.
These rules are subject to the provisions of the Idaho Public Records Act, Title 74, Chapter 1, Idaho Code.

007. -- 009. (RESERVED)

010. DEFINITIONS.

> **01. Adult Learner.** Means an individual who:
> **a.** Is not currently enrolled in a postsecondary institution accredited by a body recognized by the State Board of Education;
> **b.** Has not attended a postsecondary institution at any time during the twenty-four month period immediately prior to application for the Opportunity Scholarship; and
> **c.** Has earned twenty-four (24) or more transferable credits from a postsecondary institution accredited by a body recognized by the State Board of Education.

> **01~~1~~2. Grade Point Average (GPA)**. Means the average grade earned by a student, figured by dividing the grade points earned by the number of credits attempted.

> **03. Graduation Plan.** Means a plan developed by the postsecondary student in consultation with the postsecondary institution that identifies the certificate or degree the student is pursuing, the course and credit requirements necessary for earning the certificate or degree, the application of previously earned credits and credits granted for prior learning assessment will be applied to the certificate or degree, the estimated terms remaining courses will be taken in and the estimated time to complete the certificate or degree.

011. -- 100. (RESERVED)

101. ELIGIBILITY.
Applicants must meet all of the eligibility requirements to be considered for the scholarship award.

> **01. Undergraduate Student**. An eligible student must be pursuing their first undergraduate certificate or degree. Other than an Adult Learner, ~~A~~a student may have received multiple certificates or degrees as part of the natural progression towards a recognized baccalaureate degree program. A student who is enrolled in a graduate program, but who has not yet earned a baccalaureate degree, is not eligible for an opportunity scholarship. A student enrolled in an undergraduate program is eligible for consideration for an opportunity scholarship, even if some of the student's courses are at the graduate level. A student meeting the definition of an Adult Learner must be pursuing their first undergraduate certificate or degree.

> **02. Academic Eligibility**. To be eligible for an opportunity scholarship, an applicant must meet minimum academic eligibility criteria, as follows: –

      a.   A student who has not yet graduated from secondary school or its equivalent in the state of Idaho must have an un-weighted minimum cumulative grade point of average of ~~three~~ two point ~~zero~~seven (~~3~~2.~~0~~7) or better on a scale of four point zero (4.0) to be eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place. Home schooled students must provide a transcript of subjects taught and grades received signed by the parent or guardian of the student; or

      b.   A student who has obtained a general equivalency diploma must have taken the ACT assessment and received a minimum composite score of twenty (20) or better, or the equivalent SAT assessment and received a one thousand ten (1,010) or better, to be academically eligible to apply for an opportunity scholarship; or

      c.   A student currently enrolled in an eligible Idaho postsecondary educational institution must have a minimum cumulative grade point average of ~~three~~ two point ~~zero~~seven (~~3~~2.~~0~~7) or better on a scale of four point zero (4.0) at such institution in order to be academically eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place~~.~~; or

      d.   An Adult Learner must have a minimum cumulative grade point average of two point seven (2.7) or better on a scale of four point zero (4.0). Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place.

      03.   **Financial Eligibility**. Applicants for the opportunity scholarship are selected as recipients, in part, based on of demonstrated financial need. The tool used to determine financial need is the Free Application for Federal Student Aid (FAFSA), used by the United States Department of Education. The financial need of an applicant for an opportunity scholarship will be based upon the verified expected family contribution, as identified by the FAFSA Student Aid report. The Student Aid report used to calculate financial need will be the report generated on the ~~March 1~~ application deadline.

      04.   **Additional Eligibility Requirements**.
      a.   A student must not be in default on a student educational loan, or owe a repayment on a federal grant, and must be in good financial standing with the opportunity scholarship program.

      b.   If a student has attempted or completed more than one hundred (100) postsecondary academic credits, then such student must identify his or her major, the required number of credits necessary for graduation in such major, and shall submit an academic transcript that contains all courses taken and all postsecondary academic credit received to the Board office. A student shall not be eligible for an opportunity scholarship if:

i.   The student is not meeting satisfactory academic progress at the eligible Idaho postsecondary educational institution the student is attending at the time he or she applies for an opportunity scholarship;

ii.   The student has completed more than one hundred fifty percent (150%) of the courses and academic credit necessary to graduate in such major; or

iii.   Upon review of the student's academic transcript(s), the student cannot complete their degree/certificate in the major they have identified within two (2) semesters based on normal academic course load unless a determination by the executive director or designee has been made that there are extenuating circumstances and the student has a plan approved by the executive director or designee outlining the courses that will be taken and the completion date of the degree or certificate.

102. -- 201. (RESERVED)

202.   APPLICATION PROCESS.

   01.   Initial Applications. An eligible student must complete and submit the opportunity scholarship program application to the Board electronically on or before the date specified in the application, but not later than three (3) weeks prior to the term in which they enroll if an Adult Learner and not later than March 1 for all other students. An applicant without electronic capabilities may request a waiver of this requirement and if granted submit an application on the form established by the Board through the United States Postal Service, which must be postmarked not later than March 1 the applicable application deadline. All applicants must complete and submit the FAFSA on or prior to March 1 the application deadline.

   02.   Announcement of Award. Announcement of the award of initial scholarships will be made no later than June 1 of each year, with awards to be effective at the beginning of the first full term following July 1 of that year. Announcements must clearly state the award is part of the state's scholarship program and is funded through state appropriated funds. Additional award announcement may be made after this date based on the availability of funds and the acceptance rate of the initial awards.

   03.   Communication with State Officials. Applicants must respond by the date specified to any communication from officials of the opportunity scholarship program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved and approved by the executive director or designee.

203. -- 299. (RESERVED)

300.   SELECTION OF SCHOLARSHIP RECIPIENTS.

01. **Selection Process**. Scholarship awards will be based on the availability of scholarship program funds. Opportunity scholarships will be awarded to applicants, based on ranking and priority, in accordance with the following criteria:

a. Eligible students shall be selected based on ranking criteria that assigns seventy percent (70%) to financial eligibility, and thirty percent (30%) to academic eligibility. In the event that this weighted score results in a tie, an eligible student who submitted his application to the Board earliest in time will be assigned a higher rank.

b. Notwithstanding Subsection 300.01.a. of these rules, the priority for the selection of recipients of opportunity scholarship awards shall be to scholarship recipients who received an opportunity scholarship award during the previous fiscal year, and have met all of the continuing eligibility requirements provided in these rules.

02. **Monetary Value of the Opportunity Scholarship**.

a. The Board will establish annually the educational costs for attending an eligible Idaho postsecondary educational institution for purposes of the opportunity scholarship program.

b. The monetary value of the opportunity scholarship award to a student shall be based on the educational costs for attending an eligible Idaho postsecondary educational institution, less the following:

i. The amount of the assigned student responsibility, established by the Board annually;

ii. The amount of federal grant aid, as identified by the Student Aid Report (SAR) that is known at the time of award determination;

iii. The amount of other financial aid awarded the student, from private or other sources that is known at the time of award determination.;

iv. The eligible maximum award amount for Adult Learners enrolled in less than twenty-four (24) credit hours or its equivalent in an academic year attending an eligible four-year postsecondary institution or less than eighteen (18) credit hours or its equivalent in an academic year attending an eligible two-year institution will be prorated as follows:
(1) Enrolled in six (6) to eight (8) credits or its equivalent per term, fifty percent (50%) of the maximum award amount;
(2) Enrolled in nine (9) to eleven (11) credits or its equivalent per term, seventy-five percent (75%) of the maximum award amount; and
(3) Enrolled in twelve (12) or more credits or its equivalent per term, one-hundred percent (100) of the maximum award amount.

c. The amount of an opportunity scholarship award to an individual student shall not exceed the educational cost established by the Board annually, and shall not exceed the actual cost of tuition and fees at ~~an~~ the Idaho public postsecondary educational institution the student attends or will attend, or if the student attends or will attend an Idaho private postsecondary educational institution, the average tuition at Idaho's public four (4) year postsecondary educational institutions.

301. OPPORTUNITY SCHOLARSHIP AWARD.

01. Payment. Payment of opportunity scholarship awards will be made in the name of the recipient and will be sent to a designated official at the eligible Idaho postsecondary educational institution in which the recipient is enrolled. The official must transmit the payment to the recipient within a reasonable time following receipt of the payment.

02. Duration. Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to, or on behalf of, a scholarship recipient. The scholarship may cover up to four (4) educational years, or eight (8) semesters or equivalent for attendance at an eligible Idaho postsecondary educational institution. Awards are contingent on annual appropriations by the legislature and continued eligibility of the student.

03. Eligibility. If a student receives an opportunity scholarship payment and it is later determined that the student did not meet all of the Opportunity Scholarship Program eligibility requirements, then the student is considered in overpayment status, and must return program funds in accordance with the eligible Idaho postsecondary educational institution's refund policy.

302. CONTINUING ELIGIBILITY.
To remain eligible for renewal of an opportunity scholarship, the recipient must comply with all of the provisions of the Opportunity Scholarship Program and these rules:

01. Renewal Application. A scholarship recipient must complete and submit a renewal application in order to be considered for a continuing scholarship for each succeeding year and update and submit the FAFSA on or prior to March 1.

02. Credit Hours. To remain eligible for renewal of an opportunity scholarship, the scholarship recipient attending a four (4) year eligible postsecondary institution must have completed a minimum of twenty-four (24) credit hours or its equivalent each academic year that the student received an opportunity scholarship award. A scholarship recipient attending a two (2) year eligible postsecondary institution must have completed a minimum of eighteen (18) credit hours or its equivalent each academic year that the student received an opportunity scholarship award. Notwithstanding these provisions, a scholarship recipient that has received the Opportunity Scholarship as an Adult Learner may retain eligibility through the completion of twelve (12) or more credit hours or its

equivalent each academic year the student received an opportunity scholarship award. All students may use the summer term to meet the annual credit accumulation requirements.

03. **Satisfactory Academic Progress**. To remain eligible for renewal of an opportunity scholarship, the scholarship recipient must have maintained a minimum cumulative grade point average of three point zero (3.0) on a scale of four point zero (4.0) during the time that the recipient received an opportunity scholarship award, and must be maintaining satisfactory academic progress, consistent within federal financial aid regulations as implemented at the eligible Idaho postsecondary educational institution at which the scholarship recipient was enrolled. Students receiving an Opportunity Scholarship award must make satisfactory progress on the student's graduation plan established with the eligible institution at the time of admission.

04. **Maximum Duration of Scholarship Award**. The award of an opportunity scholarship shall not exceed the equivalent of eight (8) semesters or the equivalent of four (4) academic years.

05. **Eligibility Following Interruption of Continuous Enrollment**. A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months but less than two (2) years for any reason but who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to withdraw no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance to the Office of the State Board of Education. Failure to do so may result in forfeiture of the scholarship. The Board's Executive Director or designee will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the Board declaring his intent to re-enroll as a full-time undergraduate student in an academic or career technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll within two (2) years of the approval of the request to withdraw. Failure to do so will result in forfeiture of the scholarship unless an extension has been granted. An extension of interruption of continuous enrollment period may be granted for eligible students due to military service in the United States armed forces, medical circumstances, or other circumstances approved by the executive director. All requests for extension must be made sixty (60) days prior to the start of the succeeding academic year.

303. -- 399. **(RESERVED)**

400. **RESPONSIBILITIES OF ELIGIBLE IDAHO POSTSECONDARY EDUCATIONAL INSTITUTIONS.**

01. **Statements of Continuing Eligibility**. An eligible Idaho postsecondary educational institution participating in this Opportunity Scholarship Program must submit statements of continuing student eligibility to the Board by the 30th day after the end of each academic year. Such statements must include verification that the scholarship

recipient is still enrolled, attending part-time if an Adult Learner and full-time for all other scholarship recipients, maintaining satisfactory academic progress, and has not exceeded the award eligibility terms.

02. Other Requirements. An eligible Idaho postsecondary educational institution must:

a. Be eligible to participate in Federal Title IV financial aid programs, and must supply documentation to the Board verifying this eligibility, and prompt notification regarding any changes in this status;

b. Have the necessary administrative computing capability to administer the Opportunity Scholarship Program on its campus, and electronically report student data records to the Board;

c. Provide data on student enrollment and federal, state, and private financial aid for students to the Board, and

d. Agree to permit periodic Opportunity Scholarship Program audits to verify compliance with Idaho law and these rules related to the program.

03. Adult Learner Evaluation. Upon admission, scholarship recipients receiving an award as an Adult Learner shall be administered prior learning assessments to determine eligibility for credit for prior learning including credit for prior experiential learning. As part of this process an eligible institution shall work with the student to develop a graduation plan for the program they are entering that includes estimated completion dates.

401. -- 500. (RESERVED)

501. APPEALS.
An opportunity scholarship applicant or recipient adversely affected by a decision made under provisions of these rules may file a written appeal of the decision within thirty (30) days following notice of the decision, and the written statement must include the basis for the appeal. Decisions based on specific requirements established in Idaho Code or these rules may not be appealed. The appeal must be submitted to the executive director of the Board. The office of the board shall acknowledge receipt of the appeal within seven (7) days. The executive director of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons to hear the appeal, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho.

01. Transmittal to Subcommittee. If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the executive director of the Board within fifteen (15) days from the time the subcommittee receives the appeal document. The opportunity scholarship

applicant or recipient initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal.

02. **Subcommittee Recommendations**. Following the subcommittee's decision, the executive director of the Board will present the subcommittee's recommendation to the full Board at the next regularly scheduled meeting of the Board. The opportunity scholarship applicant or recipient initiating the appeal may, at the discretion of the executive director of the Board, be permitted to make a presentation to the Board.

03. **Board Decision**. The decision of the Board is final, binding, and ends all administrative remedies, unless otherwise specifically provided by the Board. The Board will inform the opportunity scholarship applicant or recipient in writing of the decision of the Board.

502. -- 999. **(Reserved)**

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SUBJECT

Temporary Rule – Docket No. 08-0203-1801, Rules Governing Thoroughness – Graduation Requirements

REFERENCE

August 31, 2017	Board approved proposed rule Docket 08-0203-1709, Rules Governing Thoroughness, amending the senior project graduation requirements allow students who participate in an internship or earn and associated degree or certificate at the time of graduation.
November 15, 2017	Board approved pending rule Docket 08-0203-1709.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness
Section 33-523, Idaho Code, STEM Diploma

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment; Objective A: Higher Level of Education Attainment

BACKGROUND/DISCUSSION

Senate Bill 1267a (2018), created a new section of Idaho Code, Section 33-523, Idaho Code, STEM Diploma. Section 33-523, Idaho Code creates an optional STEM diploma that school districts and charter schools may grant students who meet the minimum state graduation requirements and earn:

a. Eight (8) or more credits in mathematics;
b. Eight (8) or more credits in science; and
c. In addition to the mathematics and science credits listed above earn five (5) credits in the students choice of any or all subject of science, technology, engineer or mathematics.

Additionally, Section 33-523, Idaho Code, exempts students who complete eight or more credits in mathematics and have completed Algebra II or higher-level mathematics prior to the student's senior from taking two (2) credits of mathematics during the student's senior year. Senate Bill 1267a (2018) included an emergency clause and went into effect when the Governor signed the bill on March 13, 2018. The Board established graduation requirements are specified in IDAPA 08.02.03.105. The temporary rule would amend the senior mathematics requirement to exempt students who earn eight (8) or more high school credits of mathematics and complete Algebra II or higher level mathematics from having to take two (2) credits of mathematics during their senior year.

IMPACT

The temporary rule will bring the graduation requirements into compliance with the new law.

ATTACHMENTS
   Attachment 1 – Temporary Rule Docket No. 08-0113-1801   Page 5

STAFF COMMENTS AND RECOMMENDATIONS
   Administrative rules are made up of three types of rules.   Temporary rules, proposed rules and pending rules.   Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule.   A rule must go through the proposed rule and pending rule steps to become a final rule.   Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action and expire at the end of the next legislative session, unless, the legislature is requested to extend the rule. 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 meets the requirement of bringing the rule into compliance with amendments to Section 33-523, Idaho Code, enacted through SB 1267a (2018).

In 2013 (effective March 2104) the Board amended the graduation requirements to allow students who completed dual credit or AP Computer Science or dual credit engineering courses to be used as a mathematics credit if the student has also completed Algebra II standards or the course may be used as a science credit. At the time, Idaho did not have computer science or engineer content standards. The Board discussed in 2013 the possibility of expanding the computer science courses allowed to be used as a mathematics or science credit beyond dual credit and AP courses once Idaho computer science content standards were established. Now that the Idaho computer science content standards have been in place for a year Board staff will bring forward for Board consideration additional amendments to the graduation requirements expanding the allowed computer science courses to computer science courses that meet the state computer science content standards at the secondary level.   The Planning, Policy and Governmental Affairs Committee has also scheduled discussions with the Board regarding the broader graduation requirements for the June Board meeting.   The intent of the discussion is to evaluate the graduation requirements and the value the current graduation requirements have.   In consideration of this work a proposed rule will be brought forward to the Board for consideration following the discussion in June that will include the mathematics exemption in Section 33-523, Idaho Code, as well as other amendments identified by the Board at the June Board meeting.   The proposed rule will be negotiated prior to bringing it to the Board for consideration in August.

Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the Board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

Staff recommends approval.

BOARD ACTION

I move to approve temporary rule – Docket No. 08-0203-1801, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08.02.03, Rules Governing Thoroughness

(Break in Continuity of Sections)

105. HIGH SCHOOL GRADUATION REQUIREMENTS.

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum.

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i.

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit.

b. Mastery. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-17)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements.

d. Mathematics. Six (6) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit.

i. Students must complete secondary mathematics in the following areas:

(1)   Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education;

(2)   Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and

(3)   Two (2) credits of mathematics of the student's choice.

ii.   Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than mathematics are not required to retake a mathematics course as long as they have earned six (6) credits of high school level mathematics.

iii.   Students who have completed six (6) or more high school credits of mathematics prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking mathematics during their last year of high school. High School mathematics credits completed in middle school shall count for the purposes of this section.

iv.   Students who earn eight (8) or more high school credits of mathematics and complete Algebra II or higher level mathematics course, are exempt from taking mathematics during their last year of high school. High School mathematics credits earned in middle school shall count for the purposes of this section.

e. Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a mathematics and science credit.

i. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based.

f.   Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement.

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards.

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course.

i. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the Physical Education Content Standards in a format provided by the school district. ‒

02. **Content Standards**. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures.

03. **College Entrance Examination**. (Effective for all public school students who enter grade nine (9) in Fall 2012 or later.)

a. A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: SAT or ACT. Students who participated in the Compass assessment prior to its final administration may also use the Compass to meet this requirement. Students receiving special education services through a current Individualized Education Plan (IEP) may utilize the ACCUPLACER placement exam in lieu of the SAT or ACT.

b. A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet this requirement:

i. Transferred to an Idaho school district during grade eleven (11) and has not previously participated in one of the allowed college entrance exams outlined in Subsection 03.a;

ii. Was homeschooled during grade eleven (11) and is enrolled in an Idaho high school as a diploma seeking student; or

iii.   Missed the spring statewide administration of the college entrance exam dates for documented medical reasons.

c. A student may elect an exemption in from the college entrance exam requirement if the student is:

i.   Receiving special education services through a current Individual Education Plan (IEP) that specifies the student meets the alternate assessment eligibility criteria;

ii.   Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or

iii.   Transferring from out of state to an Idaho high school in grade twelve (12).

d.   A school district, on behalf of a student, on a form established by the State Department of Education, may submit an appeal application requesting the Superintendent of Public Instruction or their designee consider another college entrance exam or college placement exam to fulfill this requirement, or exempt the student due to extenuating circumstances.

04.   Senior Project. A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement.

05.   Civics and Government Proficiency. Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades seven (7) through twelve (12.) Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student's high school transcript.

06.   Middle School. A student will have met the high school content and credit area requirement for any high school course if the requirements outlined in Subsections 105.05.a. through 105.05.c. of this rule are met.

a.   The student completes such course with a grade of C or higher before entering grade nine (9);

b.   The course meets the same content standards that are required in high school for the same course; and

c.   The course is taught by a teacher properly certified to teach high school content and who meets the federal definition of highly qualified for the course being taught.

d.   The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.05.a. through 105.05.b. of this rule.

07.   Special Education Students. A student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements.

08.   Foreign Exchange Students. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA.

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SUBJECT

State Mentor Program Standards - Idaho Framework for Mentor and Induction Programs

REFERENCE

2013-2014	Board adopted the Governor's K-12 Task Force Recommendations and implementation subcommittee recommendations.
April 2017	Board reviewed and discussed the preliminary Educator Pipeline Work Group recommendation including the identification of strong mentor programs to help attract and retain teachers.
August 31, 2017	Board discussed State Mentor Program Standards, including bringing standards forward for consideration in 2018.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.02.042, Alternate Routes to Certification
Sections 33-512, 33-1201A, and 33-1612, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective C: Higher Level of Educational Attainment – Increase successful progression through Idaho's educational system.

BACKGROUND/DISCUSSION

The Governor's Task Force for Improving Education (K-12) recommendations included a recommendation targeted at developing a continuum of professional growth and collaboration (#12 Career Ladder Compensation, #14 Tiered Licensure, #15 Mentoring, #16 Ongoing Job-Embedded Professional Learning, and #17 Site-Based Collaboration among Teachers and Instructional Leaders). Specifically, recommendation #15 Mentoring stated, "The Task Force recommends that each district develop a mentoring program for the support of new teachers based on the Idaho Mentor Program Standards. The previously approved Idaho Mentor Program Standards (2006) provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentor program for beginning teachers. The Task Force recommends "the state provide funding support for a mentoring program." Additionally, the Board's Educator Pipeline Work Group has identified mentoring as a necessary part of the professional development and supports provided by school districts for training and retaining highly effective teachers. Beginning in 2014, the Board approved a number of statute, Administrative Code, policy changes and budget requests to implement the recommendations of the Governor's Task Force for Improving Education in a judicious manner. As part of the Task Force work in 2013 the Idaho Mentor Program Standards developed by the Department of Education, the Professional Standards Commission, and Idaho educators participating in the Department's Mentoring Committee (established in 2006), with technical assistance from the

New Teacher Center were reviewed and determined to still be relevant and highly effective standards. The New Teacher Center is a national non-profit organization dedicated to improving student learning by guiding a new generation of educators. It works with school districts, state policy makers and educators from across the country to increase the effectiveness of teachers and school leaders at all levels. Additionally, prior to bringing forward the standards for consideration by the Board, Board staff reached out to the New Teacher Center and discussed the standards and their continued relevance. Feedback from the New Teacher Center indicated these standards remained the "gold standard" for teacher mentor programs.

Pursuant to Section 33-512(17), Idaho Code, school districts must provide support for teachers in their first two years in the profession in the areas of: administrative and supervisory support, mentoring, peer assistance and professional development. Pursuant to Section 33-1201A, Idaho Code, all instructional staff and pupil service staff must receive mentoring as outlined in the employee's individualized professional learning plan during the initial three years of holding an Idaho certificate. Section 33-1004J, Idaho Code, established leadership premiums for certificated staff, this premium was created in part to provide funding for teachers providing mentoring and peer assistance or professional development within their school district. Pursuant to IDAPA 08.02.02.042, alternate routes to certification as well as alternate routes to additional endorsements for certificated staff include provisions for candidates to participate through a state approved mentoring component or program.

During a negotiated rulemaking meeting in July 2017, representatives of the Idaho School Boards Association, Idaho Education Association, Idaho Association of School Administrators and Department of Education Staff raised concerns around requiring districts to implement mentor programs based on minimum state standards outlined and suggested the standards be reviewed again. In response to this concern Board staff convened a group of stakeholders between February and March 2018 to review the original standards, and make recommendation for amended or new state mentoring standards. The group has completed their work and is proposing redesigned standards for the "Idaho Framework for Mentor and Induction Programs." These program guidelines will be recommended for all districts to use. For staff participating in any alternate route to certification or endorsement that requires participation in an "approved" program, if adopted by the Board, the new framework will be the state approved mentor program.

IMPACT
The proposed changes to the previous standards comprise a new guidance document the Idaho Framework for Mentor and Induction Programs.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Board staff requested nominations from each of the stakeholder organization groups (Idaho School Boards Association, Idaho Association of School Administrators, Idaho Educator Association) for practitioners from their membership by region. Final Work Group membership was chosen based on the nominees interest and ability to meet the time commitments and the region they represented. In addition to the formal members identified in Attachment 1, additional attendees were welcomed at the meetings and the stakeholder organization representatives were notified of all meetings.

Proposed amendments would define the state approved mentoring program and incorporate the mentoring program standards into administrative rule. Additional, language would allow for school districts to bring forward additional mentoring programs for consideration and approval by the Board. Once approved, these mentor programs would then meet these requirements for a "state-approved" mentor component or program.

Staff recommends approval.

BOARD ACTION

I move to adopt the Idaho Framework for Mentor and Induction Programs as submitted in Attachment 2 as the state's approved mentor program standards.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Mentoring and Induction Program Standards Work Group

Name	Nominating Organization	Region	Current Role
Bailey, Greg	Idaho School Administrators Association	Region II	Superintendent
Biorn, Barbi	Idaho Educators Association	Region VI	Vice President of local union
Fleischmann, Pamela	Idaho Educators Association	Region V	Classroom teacher
Garrison, Joy	Idaho School Boards Association	Region III	Large District Alternate
Gee Marc	Idaho School Administrators Association	Region V	Superintendent
Nichole Hall	State Department of Education	Region III	Mathematics Coordinator
Hall, Margaret	Idaho School Boards Association	Region I	Alternate Vice Chair (Lg. District)
Marta A. Hernandez	Idaho Educators Association	Region IV	Teacher
Holland, Amanda	Idaho Educators Association	Region III	Peer Assistant, Boise School District
Linder, Christina	State Board of Education	Statewide	Program Manager
Matthews, Lindsey	Idaho Educators Association	Region II	Classroom Teacher
Overall, Kari	Idaho Educators Association	Statewide	President
Overgaard, Wil	Idaho School Administrators Association	Region III	Superintendent
Paradis, Erin	Idaho School Boards Association		Classroom teacher
Rice, Matthew	Idaho School Boards Association	Statewide	Region 9 Alternate
Ritter, Anne	Idaho School Boards Association		
Jason Sevy	Idaho School Boards Association	Region III	Committee Member
Sharrett, Judi	Idaho School Administrators Association	Region I	Superintendent
Woolstenhulme, Monte	Idaho School Administrators Association	Region VI	Superintendent

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Idaho Mentor and Induction Program Standards

Domain I: Program Design and Leadership

Program Standard 1: School & Community Context	The context of your school, district and community forms the environment within which your Mentor Program will exist. The assignment of educators is an important consideration in facilitating their growth in the profession. Novice educators, alternative certified educators, career educators and mentors should be placed in situations that are appropriate to their status so they will have an opportunity to develop fully as teaching professionals. If educators are placed in more challenging settings, with special consideration for novices, additional time and resources should be provided to foster their success.
Program Elements: a)	Demographics, circumstances, and factors are considered before designing your program.
Program Elements: b)	Student, educator, and district profile are considered for district initiatives and priorities.
Program Elements: c)	For novice educators, working conditions and levels of support are considered and adjusted, as needed, to promote success.
Program Standard 2: Program Rationale, Goals, Design and Participation	A Mentor Program should be built on a vision of educator growth and development that is supported by research and practice. This vision includes the mentor's development, as well as larger systemic impact with school culture and climate, university-district connection and instructional alignment between educators and administrators. A sound, well-articulated rationale grounded in research and effective practices guides the development of program goals and plans for the design and delivery of support to novice educators. The developmental needs of novice educators are clearly understood by program designers and managers.

Program Elements: a)	The rationale for program components, structure, and activities is based on research about educator development, effective mentoring practices, and systems alignment for each participant.
	
	 The Mentor Program should take into consideration the different needs of
	    i. Novice Educators
	    ii. Alternative Certified Educators
	    iii. Career Educators
	    iv. Mentors

Program Elements: b)	The program is structured to promote ongoing support, growth, and to maximize the success, career satisfaction, and retention of educators.
Program Standard 3: Administration of Program and Partnerships	The commitment of stakeholders is critical for the effectiveness and sustainability of the Mentor Program. Key stakeholder groups include district and site administrators, educator leaders, education association leadership, and school board members. Partnerships may also include higher education and/or community members. It is equally important that the program have an organizational structure that manages and delivers services to meet the diverse needs of educators in the local context. A broad network of institutional and leadership support will ensure the program's success.

Program Elements: a)	Stakeholders demonstrate institutional commitment to the Mentor Program
Program Elements: b)	Program leadership and organizational structures are clearly specified, and a primary contact person is designated.
Program Elements: c)	Coordination and articulation among all entities establishes clear and appropriate allocation of authority and initiative.
Program Standard 4: Roles and Responsibilities of School and District Leaders, School Board Members, and Local Education Association	School site administrators provide the structure and establish a positive school climate for the program's support. Site and district administrators, school board members, education association leaders and other policy boards are involved in the design, implementation and ongoing evaluation of the Mentor Program. Stakeholders are knowledgeable and committed to educator needs, educator development, and research and data related to program effectiveness.
Program Elements: a)	a)Program leadership and organizational structures are clearly specified.
Program Elements: b)	b)Roles and responsibilities for Mentor Program leaders will be defined.
Program Elements: c)	c)Professional development will be provided for site administrators and mentor leaders.
Domain II: Developing Educator Excellence	
Program Standard 5: Mentor Selection, Assignment and Roles	Selecting well-qualified mentors will assure educators receive high quality support in the classroom. Mentors are recruited and selected using a clearly articulated, transparent process that involves a number of stakeholder groups. Mentors need to be assigned to educators in a timely manner, taking content, grade level, pedagogical needs, and local context into account. Mentors and mentees need release time to work together during and after school hours. Mentor relationships should be supportive and non-evaluative.
Program Elements: a)	Roles and responsibilities of mentors and mentees are clearly defined and communicated to all program participants.
Program Elements: b)	The selection process for mentors may include a written application and/or formal interview, guided by set criteria to ensure a fair and equitable process for selection.
Program Elements: c)	Assignments are made subject to content area, grade level, pedagogical needs, and local context. Clear procedures are in place for reconsidering assignments when either the mentor or mentee is dissatisfied with the pairing.
Program Standard 6: Mentor Professional Development	Successful mentors exhibit awareness of the diversity and complexity of novice educators' needs and provide support that fosters professional development. Exemplary educators are not necessarily prepared to support others professionally. Mentors need ongoing support that develops mentorship practice with the use of mentoring tools and protocols. This support includes both the development of knowledge and skills needed to identify and respond to novice educator needs, and the development of a collegial community that engage program participants and develop their leadership.
Program Elements: a)	Mentors receive training to work with novice educators and respond to their diverse needs.
Program Elements: b)	Mentors have opportunities to meet with each other and/or site administrators to reflect on teaching and learning, and develop leadership skills.
Program Elements: c)	Opportunities for ongoing training and collaboration could be held both locally and regionally, or beyond.
Program Standard 7: Mentor	The District should provide a way to assess the quality of services provided by the mentors.

Effectiveness	
Program Standard 8: Novice Educator Professional Development	The Professional Standards for the Preparation of Educators will form the basis for novice educator professional development activities. Formal professional development activities are designed to meet the individualized needs of novice educators. New learnings are applied in the classroom with the support of a trained mentor.
Program Elements: a)	Professional development activities need to be guided by a common set of expectations, such as professional teaching guidelines, yet are responsive to the individual educator, state and local priorities.
Program Elements: b)	Seminars or workshops are designed with choice and flexibility in mind, with topics derived in part from data grounded in observed practice. Presenters model best teaching practices, and a novice educator peer network is established among novice educators in the Mentor Program. Providing a variety of professional development activities is effective in promoting growth of novice educators.
Program Elements: c)	Follow-up activities emphasize application of learning so that educators will find the learning experiences helpful and relevant to their individual needs.
Program Elements: d)	Presenters are well qualified and model best teaching practices that foster success for a diverse student population, understand the developmental nature of teaching, and promote reflective practice.
Program Standard 9: Classroom Instruction and Content-Focused Mentoring	Effective mentors are regularly present (face to face or virtually) in the new educators' classrooms to observe instruction and student learning, to collect observation and student performance data, and to assist in the planning and delivery of instruction, as per the Idaho Framework for Teaching pursuant to IDAPA **08.02.02.120.** A trusting and confidential relationship is an important and essential component of an effective mentoring relationship that allows mentor and mentee to maintain constant focus on advancing the novice educator's classroom practice. Issues of content, pedagogy, subject matter knowledge, the alignment of instruction with student content and grade-level guidelines, student assessments, and local curriculum initiatives drive the mentor's work in response to the novice educator's developmental needs and instructional context.
Program Standard 10: Focus on Equity.	An abiding focus on issues of equity as they relate to student achievement guides the mentoring, formative assessment, and professional development activities. Effective mentors assist educators with ensuring they understand and strive to meet the needs of diverse student populations. Mentors support educators in creating environments that support learning for diverse students, provide equitable access to the core curriculum, and enable all students to meet the state-adopted student content guidelines and performance levels. Mentors assist educators in using knowledge of students' backgrounds, experiences, and learning needs in planning instruction and supporting individual student learning.
Domain III: Resources and Ongoing Program Involvement	
Program Standard 11: Resources to Support Educator Success	A successful Mentor Program is predicated on the commitment of all stakeholders. Resources to support educator success are critical to improving retention, student achievement, and educator quality. The Mentor Program must take into account the unique needs of novice educators. The quality and effectiveness of the program are largely determined by the appropriate use of human and fiscal resources. Support should be based on realistic and reasonable plans that draw on available federal, state and local resources. Stakeholder and partner organization(s) allocate sufficient personnel time and fiscal resources to enable the Mentor Program to deliver planned services that maximize educator and student success.
Program Elements: a)	Resources are allocated by stakeholders and partners to ensure appropriate delivery of essential program components, as defined and described in the program design. Program leaders monitor resource allocation on a regular basis and

	recommend adjustments.
Program Elements: b)	Mentors are provided adequate time and compensation to meet with novice educators on a regular basis.
Program Elements: c)	The Local Education Agency (LEA) assigns qualified personnel to lead and coordinate the program to fully support educators.
Program Standard 12: Program Evaluation	The Mentor Program is responsible for developing and conducting a comprehensive, ongoing system of program evaluation that is both formative and summative in nature. The program evaluation system includes program participants and other stakeholders that lead to substantive developmental efforts and program improvements.
Program Elements: a)	Local program goals and Mentor Program Standards are the basis for program evaluation.
Program Elements: b)	The program regularly collects feedback about the program quality and effectiveness for all participants, stakeholders, and partner organization(s), using both informal and formal measures.
Program Elements: c)	Program leaders analyze and share the data in a systematic way to all stakeholders, and use the data for improving the Mentor Program. At a minimum, the program leader(s) conduct an annual internal program evaluation.

SUBJECT

STEM School Designation Standards for Public Schools and Public School Programs

REFERENCE

December 2016	The Board approved legislation to provide legislative intent and to provide for the award of a science, technology, engineering and mathematics (STEM) school or STEM program designation.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education governing Policies & Procedures, Section 33-4701, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Innovation and Economic Development, Objective D: Education to Workforce Alignment – Deliver relevant education that meets the needs of Idaho and the region.

BACKGROUND/DISCUSSION

Section 33-4701, Idaho Code, was enacted by the legislature in 2017, establishing a STEM school designation to be earned by schools and programs that meet specific standards established by the State Board of Education (Board). Pursuant to Section 33-4701, Idaho Code, the Board is charged with awarding STEM school and STEM program designations annually to those public schools and public school programs that meet the standards established by the Board in collaboration with the STEM Action Center. To be eligible to apply for a STEM designation, the school must:

a) Be a current public school in Idaho that serves students in kindergarten through grade 12, or a subset of grades between kindergarten and grade 12;
b) Apply to the STEM Action Center for a STEM school designation review to include evaluation of the following:
   i) STEM instruction and curriculum focused on problem-solving, student involvement in team-driven project-based learning, and engineering design process;
   ii) College and career exposure, exploration and advising;
   iii) Relevant professional learning opportunities for staff;
   iv) Community and family involvement;
   v) Integration of technology and physical resources to support STEM instruction;
   vi) Collaboration with institutions of higher education and industry;
   vii) Capacity to capture and share knowledge for best practices and innovative professional development with the STEM action center; and
   viii) Support of nontraditional and historically underserved student populations in STEM program areas.

c) Adopt a plan of STEM implementation that includes, but is not limited to, how the school and district integrate proven best practices into non-STEM courses and practices and how lessons learned are shared with other schools within the district and throughout the state.

Once a school applies to the STEM Action Center and is found to meet the requirements, the STEM action Center Board will make recommendations to the State Board of Education. The Board will then annually award STEM school designations. The STEM school or program designation is valid for a term of five (5) school years.

IMPACT

Board approval of standards for STEM school designation will allow the STEM action center to begin implementing this program, supporting and identifying schools and programs for board recommendation to award the STEM school designation.

ATTACHMENTS

Attachment 1 – Idaho Standards for STEM School Designation   Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff published a notice of intent in the Administrative Bulletin in 2017 regarding the establishment of STEM school designation standards. Additionally, the STEM Action Center sent out notification in its newsletter that the Board would be setting STEM school designation standards and interested parties should contact the Board office. Approximately 25 individuals from traditional and charter schools, as well as industry volunteered to participate in developing STEM school designation standards for the Board's consideration. The group met from December into April and researched standards developed in other states as well as AdvancEd's STEM Certification Standards. AdvancED's STEM Certification Standards consist of 11 standards broken into three categories; STEM Learners, STEM Educators, and STEM Experiences. Based on this research the work group has proposed the standards identified in Attachment 1. Attachment 1 shows the proposed standards, the standards alignment to AdvancEd's STEM Certification Standards and the minimum requirements established in Section 33-4701, Idaho Code.

Staff recommends approval.

BOARD ACTION

I move to approve the Idaho Standards for STEM School Designation as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho STEM School Designation

Standards and Criteria

STEM School/Program Designation Standards and Criteria	Aligned to Advanced Ed Rubric	Aligned Idaho Code 33-4701(3)(b)
1. School-/Program-wide STEM Instruction and Curriculum Focused on Problem-Solving, Student Involvement in Team-Driven Project-Based Learning, and Engineering Design Process a. Students participate in rigorous and relevant interdisciplinary instructional practices b. Students practice collaboration, communication, creativity, and critical thinking c. Students engage in scientific and engineering practices and processes d. Students demonstrate their learning through performance-based assessments characterized by elaborated explanations of their thinking. e. Students are empowered to personalize and self-direct their STEM learning experiences	1.1 1.2 1.3 1.4 1.5	(i)STEM instruction and curriculum focused on problem-solving, student involvement in team-driven project-based learning, and engineering design process;
2. College and Career Exposure, Exploration, and Advising a. STEM Career exposure and exploration b. Students are supported in STEM learning through extended day opportunities **c.** Advising provides knowledge and resources to access various pathways to STEM careers (*secondary only*)	1.8 1.11	(ii)College and career exposure, exploration and advising;
3. Relevant STEM Professional Learning Opportunities for Staff a. Educator engagement in relevant, high quality STEM professional learning opportunities that focus on real world applications b. Educators have access to and are engagement in relevant, high quality STEM professional learning resources c. Educators support and facilitate personalized student learning d. STEM educators collaborate as an interdisciplinary team to improve integrated STEM learning experiences.	1.6 1.7 1.9	(iii)Relevant professional learning opportunities for staff;

4. Community and Family Involvement
   a. Family involvement and outreach
   b. Community resource awareness
	1.10	`(iv)Community and family involvement;`

5. Integration of Technology and Physical Resources to Support STEM
   a. Allocation for physical resources to support STEM learning for students
   b. Technology use and acquisition plan
		`(v)Integration of technology and physical resources to support STEM instruction;`

6. Collaboration with Institutions of Higher Education and Industry (Strategic Alliances)
   a. Develops a STEM advisory team with members from partners like industry, education, and community.
   b. Schools solicit partner (industry, university, advisory boards) support for instruction and resources
	1.10	`(vi) Collaboration with institutions of higher education and industry;`

7. School Leadership
   a. STEM instructional team leaders support instruction
   b. All staff participates in decision making
   c. Culture of the school reflects a priority for STEM
   d. Program shows evidence of Sustainability		

8. Support of Nontraditional and Historically Underserved Student Populations in STEM Program Areas
   a. Equitable access to extracurricular STEM activities/opportunities
   b. School population is representative of school service area
	1.11	`(viii) Support of nontraditional and historically underserved student populations in STEM program areas.`

COLLEGE OF SOUTHERN IDAHO

SUBJECT

Alternative Authorization – Content Specialist, Mastery-Based Route to Teaching

REFERENCE

October 2017   Board approved concept of mastery-based pathway for teacher certification for individuals who meet the requirement of the alternative authorization-Content Specialist route to certification.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections 33-1201 -1207, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Effective and Efficient Educational System, Objective A: Quality Teaching Workforce – Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.

BACKGROUND/DISCUSSION

In response to the research-based recommendations of the Educator Pipeline Workgroup, the Board approved the concept of a Mastery-Based Route to Certification as a pathway for candidates seeking an Idaho teaching certificate through the Alternative Authorization – Content Specialist route.

Alternative routes to certification have been authorized by the Board in some form since 1993 and were codified in Idaho Administrative Code, IDAPA 08.02.02, in 1997. In 2003 the Board amended the alternative route to certification with more specific requirements, effective July 1, 2006. The purpose of these authorizations was to provide individuals with strong subject matter background but limited experience with educational methodology, an expedited route to certification. The alternative authorizations for certification were originally defined as routes specific to meeting an emergency district need. Over the years, the Content Specialist authorization has progressed to a route designed to recognize the value individuals with deep content knowledge may bring to the classroom, and allows for an expedited route to certification for these individuals. A common example of this would be an individual working for Simplot as a biologist, with a graduate degree in biology, choosing to become a teacher.

The Alternative Authorization - Content Specialist requires individuals to meet the initial qualifications described below to receive an interim certificate and to then complete the additional requirements as specified with all requirements having to be completed by the end of three years. At the conclusion of the three year interim

certificate, individuals who have completed the requirements are transitioned to a five-year renewable Standard Instructional Certificate.

a. Initial Qualifications.
   i. A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching or practicum portion; and
   ii. The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education.

b. Alternative Route Preparation Program Requirements -- College/University Preparation or Other State Board Approved Certification Program:
   i. At the time of authorization a consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the school district, and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal;
   ii. The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan;
   iii. At the time of authorization the candidate must enroll in and work toward completion of the alternative route preparation program through a participating college/university or other state board approved certification program, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions for annual renewal and to receive a recommendation for full certification;
   iv. The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; and
   v. Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment.

As written, the current Content Specialist authorization allows for a competency or mastery-based process of assessment through the established consortium referenced in subsection b.i above. The minimum requirement is that the individual meet the state certification standards at the completion of the alternative authorization. While this has traditionally been shown through the earning of

credits, Administrative Code does not require credits be earned to show competency as long as there has been some form of evaluation/assessment that the applicable standards have been met.

Attached is the College of Southern Idaho's (CSI) proposal to offer a mastery-based Alternative Authorization – Content Specialist certification program. This route may only be used by districts who have identified an individual they feel is uniquely and highly qualified to teach in a subject area and willing to utilize the Alternative Authorization -- Content Specialist route in partnership with CSI education faculty.

IMPACT

The area in which CSI is located is experiencing the greatest teacher shortage across the state. Both lawmakers and school leaders from Region 4 have expressed a desire for the college to become more active in assisting with quality preparation of teaching candidates using alternative routes to certification. Conditional approval of this program will allow CSI to begin working with districts to fill critical needs as early as fall 2018.

ATTACHMENTS

Attachment 1 – CSI Alternate Authorization – Content Specialist,
        Mastery-based proposal   Page 5
Attachment 2 – Professional Standards Commission – Notification
        of Recommendation for Conditional Approval   Page 35

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are currently conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs meet the Board approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies. The Commission has not reviewed an alternate route outside of routes that are imbedded in a traditional educator preparation program in the past. Professional Standards Commission review is not required for Board consideration. As this is the first Alternate Authorization – Content Specialist program considered by the Board that was not part of a traditional educator preparation program or part of an approved Non-Traditional Route to Teacher Certification (e.g. TFA, ABCTE), the Commission has conducted a desk review of the program proposal and determined at their April 6, 2018 meeting that the proposal provided evidence that the program is designed to meet the Certification Standards.

The Professional Standards Commission is recommending conditional approval to allow the College of Southern Idaho to begin serving Region 4 through the Alternate Route to Certification by the fall of 2018 in response to a severe teacher shortage in the area. Should the Board approve CSI to deliver this mastery-based Alternative Authorization – Content Specialist program, additional long-term program evaluation processes will need to be established. Currently the Commission is responsible for reviewing traditional and non-traditional approved educator preparation programs. As an approved stand-alone alternative authorization program, this program does not fit neatly into the category of traditional program nor non-traditional program.

Staff recommends approval.

BOARD ACTION

I move to approve the College of Southern Idaho program for conditional approval contingent on additional review once the program is fully implemented and has program completers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Proposal to the Professional Standards Commission – Standards Committee

College of Southern Idaho – Content Specialist Alternative Authorization
Mastery-Based Pathway to Certification

Introduction

Recently the State Board of Education convened workgroups and issued various reports highlighting the need for well-prepared instructional staff to address Idaho's leaking teacher pipeline. At the October 2017 Board Meeting, members unanimously approved a pathway to teaching that relies upon proof of competency, not Carnegie Units. At the December 2017 Board Meeting, members heard a report indicating that Region IV has the greatest need for alternatively certified teachers and reiterated the recommendation that time-efficient and cost-effective routes to teaching must be further developed. In direct response to the State Board of Education, and the pleas of districts struggling to better serve students within our local communities, the College of Southern Idaho (CSI) submits the following program proposal. CSI's education department and community college leaders are seeking the opportunity to prepare candidates to teach, working in close partnership with Region IV principals and superintendents. All candidates prepared by CSI would hold at least a bachelor's degree, vetted by a Region IV district, and assigned to a school as a Content Specialist in accordance with the Board-approved program.

Program Proposal

As prescribed by the Mastery-Based Route to Certification, *Alternative Authorization for Content Specialists* (MAA-CS) approved by the State Board of Education, CSI proposes three phases of preparation:
- **Phase One - Proof of Content Knowledge and Individualized Learning Plans**
- **Phase Two: Pedagogy Boot Camp, Professional Learning Community and Support**
- **Phase Three: Mentoring and Performance Assessment**

Each phase proposed follows the guidelines of the State Board and is in full compliance with the *Idaho Standards for Initial Certification of Professional School Personnel*; meeting all requirements of the common summative assessment measures utilized by traditional preparation programs accredited by the state.

> *Phase One*
> Upon receiving a request from a school district to partner in preparing an uncertified teacher-of-record, CSI will review the candidate's qualifications using the recently adopted *Uniform Standard for Evaluating Content Competency Rubric (USECC Rubric).* If the candidate earns the minimum points to meet this initial requirement, the district will submit the appropriate documentation to the Professional Standards Commission to obtain an interim certificate, and CSI will begin working with the candidate toward completion of a program resulting in full certification. Phase One deliverables include the candidate taking the Praxis, agreeing to a rigorous individualized learning plan, and working with a mentor.

Phase Two

CSI will establish a revolving cohort of candidates as a professional learning community, holding at least one face-to-face seminar each quarter. Throughout the course of the program, candidates will have a mentor for ongoing support and to provide regular feedback on practice.

The pedagogical content for the program is provided through five online modules, offered on a rotating cycle, within a hybrid class model offering online and face to face components, for those who choose the additional support of a cohort model. Modules will specifically align to the Framework for Teaching Clusters and the InTASC Standards for teaching. While most aspects of the teaching clusters apply to all teaching situations (e.g. deep conceptual understanding, the use of precise academic language, and the skills of argumentation), specific versions of these modules for literacy and mathematics will translate the generic language of the practices, where appropriate, into content-specific language to guide teachers. This will satisfy the state specific requirement for ELA, literacy, and mathematics instruction. Modules and assessments will also examine how teachers model and use academic language to explain concepts in the classroom.

See Attachment A, *New Program for Certification Request,* for specific detail on each module and its alignment to the *Idaho Core Teaching Standards* outlined in the *Idaho Standards for Initial Certification of Professional School Personnel*.

Phase Three

CSI will require proof of competence in each pedagogical area by requiring candidates to upload products of their practice for external review and scoring. Scorers will review each of the five performance assessments anonymously to determine a "pass" or "no pass" score. Unsuccessful attempts will be returned to candidates with appropriate feedback. Sample performance evidence for each module/assessment is also noted in Attachment A.

Passing each of the five assessments associated with the five teaching clusters will serve as proof of pedagogy and meet the requirements of the Idaho Core Teaching Standards. At that point, if a candidate has also passed the appropriate Praxis II test (verifying appropriate content knowledge regardless of degree area) to prove content competency, he/she will be evaluated by a trained supervisor to complete the Common Summative Assessment (Danielson Framework) required of all teacher candidates. This assessment serves as proof of performance and qualifies the candidate to move from interim certification to full standard certification.

An overview of how CSI's program aligns to the Framework for Teaching/Common Summative Assessment (Danielson Framework) *(Attachment A)* and a detailed description of the modules with performance indicators, and IDAPA alignment, follows *(Attachment B)*.

Conclusion

This program, as proposed, offers multiple advantages over coursework-based programs.

- Modules will be offered on an ongoing, rotating basis, allowing candidates to move in and out of the curriculum according to their own needs, unbound by external time constraints such as semester schedules.
- All five assessments will be available to candidates at all times. In the rare case that a candidate has developed strong pedagogy prior to entering the teaching field (e.g. a long-time classroom paraprofessional), it would be possible to complete all five performance assessments within months.
- The entire program, individualized and including mentoring support, is less expensive than traditional coursework from other preparation programs.
- Region IV districts have already established partnerships with CSI faculty and leadership and can work together more efficiently to best fill the teaching gaps in Idaho's hardest hit area.

Development Timeline

- Modules 1 and 2 will be fully developed by Fall 2018.
- Modules 3 and 4 will be fully developed by Spring 2019.
- Module 5 will be fully developed by Summer 19.

Note: This development plan will allow the fastest moving candidate to complete the program in a single year.

NEW PROGRAM FOR CERTIFICATION REQUEST

Institution: College of Southern Idaho   Date of Submission   January, 2018

Program Name: Alternate Authorization Certification   Certification & Endorsement

All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.

Is this a request from an Idaho **public** institution?
Yes___X___No_____
If yes, on what date was the Proposal Form submitted to the State Board of Education?_____

Section I: Evidence that the program will cover the knowledge and performances outlined in the *Idaho Standards for Initial Certification of Professional School Personnel*. Pupil Personal Preparation programs will only need to address content specific standards.

The table below includes the overall standards. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the program. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the *Idaho Standards for Initial Certification of Professional School Personnel.*

STANDARD	Enhancement Standards Performance	Coursework Modules/Danielson Framework (CSA)
Standard 1 **Learner Development-The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**	Performance- **1. (a) The teacher regularly assesses individual and group performance to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development** **2. (b) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.** **3. (c) The teacher creates developmentally appropriate instruction that considers individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.** **Knowledge**	**Module 1**-Clarity of Instructional Purpose and Accuracy of Content Module (Content Methods and Standard Alignment) aligns with INTASC Standards 1 and 2. Using the INTASC Progressions model for assessing competency, CSI faculty will assess proof that candidates understand how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences. **The teaching candidate:** **1. Draws on her/his understanding of child and adolescent development, the teacher observes learners, noting changes and patterns in learners across areas of development, and seeks resources, including from families and colleagues, to adjust teaching. (1a; 7i; 9d) (INTASC Standards 9 and 10 Embedded)** **2. Seeks out information about learner interests to engage learners in developmentally appropriate learning experiences. (1b) (INTASC Standard 9 Embedded)**

1. (d) The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes- and knows how to use instructional strategies that promote student learning.

2. (e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

3. (f) The teacher identifies readiness for learning and understands how development in any one area may affect performance in others.

4. (g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Disposition-
1. (h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

2. (i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
3. (j) The teacher takes responsibility for promoting learners' growth and development.

4. (k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

3. Engages learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker. (1i; 1j) (INTASC Standard 10 Embedded)

Example Assessment (INTASC Standard 1)-
The teacher candidate plans, teaches, and assesses a developmentally appropriate lesson to a large group of students. The plan should be flexible enough to accommodate learners across varied levels of development, the candidate should provide support for multiple levels of engagement during the lesson, and the learners should be motivated and engaged by material that is suitable for their developmental level. Submission Artifacts-video and lesson plan

(Performance measures drawn directly from INTASC Progressions, pps. 16- 19)

| **Standard 2**
Learning Differences
- The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | Performance-
1. (a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2. (b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

3. (c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

4. (d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

5. (e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

6. (f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Knowledge-
1. (g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth. | <mark>Module 1</mark>-Clarity of Instructional Purpose and Accuracy of Content Module (Content Methods and Standard Alignment) aligns with INTASC Standards 1 and 2. Using the INTASC Progressions model for assessing competency, CSI faculty will assess proof that candidates understand how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.

The teaching candidate:
1. Draws upon her/his understanding of second language acquisition, exceptional needs, and learners' background knowledge, the teacher observes individual and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and varied learning experiences. (1g; 2b; 2c; 2d; 2e; 2f; 2g; 2I; 2j; 2l; 2m; 2o) (INTASC Standard 9 Embedded)

2. Assists diverse learners in processing information and develop skills, incorporating multiple approaches to learning that engage a range of learner preferences. (2a; 2d; 2g; 2h; 2m; 8p) (INTASC Standards 9 and 10 Embedded)

3. Uses information on learners' language proficiency levels, the teacher incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners. (1g; 2b; 2e; 2g; 2i; 2j; 2l; 2m 2o; 8p)

4. Includes multiple perspectives in the presentation and discussion of content that include each learner's personal, family, community, and cultural experiences and norms. (2c; 2d; 2j; 2k; 2m) (INTASC Standard 9 Embedded)

5. Applies interventions, modifications, and accommodations based on IEPs, 504s and other legal requirements, seeking advice and support from specialized support staff and families. (2f) (INTASC Standards 9 and 10 Embedded) |

2. (h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

3. (i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

4. (j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

5. (k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Disposition-
1. (l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2. (m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

3. (n) The teacher makes learners feel valued and helps them learn to value each other.

4. (o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

6. Uses information on learners' language proficiency levels, the teacher incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners. (INTASC Standard 9 Embedded)

7. Follows a process, designated by a school or district, for identifying and addressing learner needs (e.g., Response to Intervention) and documents learner progress. (2f; 2g) (INTASC Standard 9 Embedded)

Module 1- Clarity of Instructional Purpose and Accuracy of Content Module (Content Methods and Standard Alignment) Example Assessment (INTASC Standard 2)-
The teacher candidate develops differentiated instruction over a series of lessons for an individual student or small group of students who vary culturally/linguistically or have special needs. The evaluation is based on the candidate's plan, his/her enactment of the plan, his/her assessment of the plan, and the student response. The lesson should provide ample evidence of differentiation for individual students through adaptations to the materials, instruction, and assessment of students.
Submission Artifacts- Lesson Plans and Individual Student Growth Work Samples

(Performance measures drawn directly from INTASC Progressions, pps. 16-19)

| Standard 3
Learning Environments
- The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation. | Performance-
1. (a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

2. (b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3. (c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

4. (d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

5. (e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

6. (f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

7. (g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

8. (h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual | **Module 2**- Safe, Respectful, Supportive, Challenging Learning Environment Module (Creating an Environment that Fosters College and Career Ready Skills)- Aligns with INTASC Standard 3

The teaching candidate:
1. Articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work. S/he develops purposeful routines that support these norms. (3a) (INTASC Standards 9 and 10 Embedded)

Module 2- Safe, Respectful, Supportive, Challenging Learning Environment (Creating an Environment that Fosters College and Career Ready Skills)
Example Assessment (INTASC Standard 3)-
The teacher candidate creates a learning community plan where the physical space of the classroom is organized and detailed, and classroom management policies and procedures are detailed. The evaluation is based on the effectiveness of the physical space and that the classroom policies and procedures allow all students to be valued and treated equitably. The artifacts should also provide evidence that students and teacher demonstrate genuine caring and respect for one another. Submission Artifacts- Classroom Organization (including physical space), Classroom Management Plan and Expectations, and Classroom Climate Video

(Performance measures drawn directly from INTASC Progressions, pps. 21- 23)

Module 3- Classroom Management Module (Creating a Learning Environment for All Learners)-Aligns with INTASC Standard 3 |

environments through applying effective interpersonal communication skills.

Knowledge-
1. (i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

2. (j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3. (k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

4. (l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

5. (m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Disposition-
1. (n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

2. (o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3. (p) The teacher is committed to supporting learners as they participate in decision making, engage in

1. Sets expectations for the learning environment appropriate to school/district policies and communicates expectations clearly to families. (3n) (INTASC Standards 9 and 10 Embedded)

2. Is a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment. (3f; 3r) (INTASC Standard 10 Embedded)

3. Manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time. (3d; 8n) (INTASC Standard 10 Embedded)

4. Varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills. (3p) (INTASC Standard 10 Embedded)

5. Communicates verbally and nonverbally in ways that demonstrate respect for each learner. (3f; 3r) (INTASC Standard 10 Embedded)

6. Provides opportunities for learners to use interactive technologies responsibly. (3g; 3m) (INTASC Standard 9 Embedded)

Module 3- Classroom Management (Creating a Learning Environment for All Learners)
Example Assessment (INTASC Standard 3)-
The teacher candidate leads a repeated activity during a portion of the class. The evaluation should be based on the teacher candidate's ability to provide clear directions, manage transitions and student movement, use proactive classroom management strategies, and efficiently engage students in classroom activities. The teacher candidate should demonstrate strong relationships with students, decisive leadership in managing the classroom, the ability to implement organizational routines and procedures, and the skill to respond flexibly to the unexpected.

	exploration and invention, work collaboratively and independently, and engage in purposeful learning. 4. (q) The teacher seeks to foster respectful communication among all members of the learning community. 5. (r) The teacher is a thoughtful and responsive listener and observer.	Submission Artifact- Video and Reflection Document (Performance measures drawn directly from INTASC Progressions, pps. 21- 23)
Standard 4 **Content Knowledge** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Performance- 1.(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. 2. (b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content. 3. (c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline. 4. (d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. 5. (e) The teacher recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding. 6. (f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing	**Module 4-** Student Intellectual Engagement Module (Differentiation and Application of Content)-Aligns with INTASC Standards 4 and 5 **The teaching candidate:** 1. Uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. (4a; 4j; 4n; 4r; 8e) (INTASC Standard 10 Embedded) 2. Engages learners in applying methods of inquiry used in the discipline. (4c) (INTASC Standard 10 Embedded) 3. Links new concepts to familiar concepts and helps learners see them in connection to their prior experiences. (4d; 4r) (INTASC Standard 10 Embedded) 4. Draws upon his/her initial knowledge of common misconceptions in the content area, uses available resources to address them, and consults with colleagues on how to anticipate learner's need for explanations and experiences that create accurate understanding in the content area. (4e; 4k; 4r 9d) (INTASC Standard 10 Embedded) 5. Accurately and effectively communicates concepts, processes and knowledge in the discipline, and uses vocabulary and academic language that is clear, correct and appropriate for learners. (4h; 4j; 4l; 5i)

concepts in the discipline, and appropriateness for his/her learners.

7. (g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

8. (h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

9. (i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Knowledge-
1. (j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

2. (k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

3. (l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4. (m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

5. (n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Disposition-
1. (o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally

6. Consults with other educators to make academic language accessible to learners with different linguistic backgrounds. (4g) (INTASC Standards 9 and 10 Embedded)

7. The teacher models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning. (4c; 4h; 4o)

Module 4- Student Intellectual Engagement (Differentiation and Application of Content)
Example Assessment (INTASC Standards 4 and 5)-
The teacher candidate participates in a lesson study activity with the mentor teacher for a unit of instruction. The teacher candidate will make content explicit through explanation, modeling, representations, and examples as well as providing supplemental explanations to students, creating examples to illustrate the content, guiding student inquiry, and modeling the use of technology and discipline specific thinking skills.
Submission Artifacts- Lesson Study Reflection Presentation and Video

(Performance measures drawn directly from INTASC Progressions, pps. 24- 26)

	situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field. 2. (p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives. 3. (q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias. 4. (r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.	
Standard 5 **Application of Content** **- The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.**	Performance- 1. (a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications). 2. (b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy). 3. (c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts. 4. (d) The teacher engages learners in questioning and challenging assumptions and approaches to foster innovation and problem solving in local and global contexts. 5. (e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by	==Module 4==- Student Intellectual Engagement Module (Differentiation and Application of Content)-Aligns with INTASC Standards 4 and 5 The teaching candidate: 1. Helps learners see relationships across disciplines by making connections between curriculum materials in a content area and related perspectives from another content area or areas. (5i; 5j) (INTASC Standard 10 Embedded) 2. Provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration and metaphor. (INTASC Standards 9 and 10 Embedded) 3. Engages learners in learning and applying the critical thinking skills used in the content area(s). S/he introduces them to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues. (5d; 5k; 5m)) (INTASC Standard 10 Embedded) 4. Engages learners in applying content knowledge and skills in authentic contexts. (5b) (INTASC Standard 10 Embedded)

creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

6. (f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

7. (g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

8. (h) The teacher develops and implements supports for learner literacy development across content areas.

Knowledge-
1. (i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

2. (j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

3. (k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

4. (l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5. Guides learners in gathering, organizing and evaluating information and ideas from digital and other resources and from different perspectives. (5c; 5g; 5k; 5l) (INTASC Standard 9 Embedded)

6. Structures interactions among learners and with local and global peers to support and deepen learning. (5p) (INTASC Standard 10 Embedded)

7. Engages learners in developing literacy and communication skills that support learning in the content area(s). S/he helps them recognize the disciplinary expectations for reading different types of text and for writing in specific contexts for targeted purposes and/or audiences and provides practice in both. (INTASC Standard 10 Embedded) (5e; 5h; 5n; 8h)

Module 4- Student Intellectual Engagement (Differentiation and Application of Content)
Example Assessment (INTASC Standards 4 and 5)-
The teacher candidate participates in a lesson study activity with the mentor teacher for a unit of instruction. The teacher candidate will make content explicit through explanation, modeling, representations, and examples as well as providing supplemental explanations to students, creating examples to illustrate the content, guiding student inquiry, and modeling the use of technology and discipline specific thinking skills.
Submission Artifacts- Lesson Study Reflection Presentation and Video

 (Performance measures drawn directly from INTASC Progressions, pps. 27- 29)

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5. (m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

6. (n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

7. (o) The teacher understands creative thinking processes and how to engage learners in producing original work.

8. (p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Disposition-
1. (q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

2. (r)The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

3. (s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

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Standard 6 Assessment
- The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress,

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Performance-
1. (a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

2. (b) The teacher designs assessments that match learning objectives with assessment methods and

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Module 5- Successful Learning by All Students Module (Designing Instruction and Assessment Literacy)-Aligns with INTASC Standards 6, 7, and 8

The teaching candidate:

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and to guide decision making for teachers and learners	minimizes sources of bias that can distort assessment results.	1. Uses data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction to meet learner needs. S/he keeps digital and/or other records to support his/her analysis and reporting of learner progress. (6c; 6g; 6j; 6l; 6o; 6t) (INTASC Standards 9 and 10 Embedded)
	3. (c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	**2. Engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results. (6j; 6k; 6v) (INTASC Standard 9 Embedded)**
	4. (d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.	**3. Participates in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data. (6c) (INTASC Standards 9 and 10 Embedded)**
	5. (e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	**4. Engages each learner in examining samples of quality work on the type of assignment being given. S/he provides learners with criteria for the assignment to guide performance. Using these criteria, s/he points outs strengths in performance and offers concrete suggestions for how to improve their work. S/he structures reflection prompts to assist each learner in examining his/her work and making improvements. (6d; 6f; 6n; 6o; 6q; 6r; 6s) (INTASC Standards 9 and 10 Embedded)**
	6. (f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.	
	7. (g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	**5. Matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth. (6b; 6j; 6k)**
	8. (h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.	**6. Uses, designs or adapts a variety of classroom formative assessments, matching the method with the type of learning objective. (6a; 6b; 6j; 6k; 6r; 6t) (INTASC Standard 10 Embedded)**
	9. (i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs. **Knowledge-**	**8. Implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs. (6i; 6k; 6p; 6u) (INTASC Standard 9 Embedded)**

1. (j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

2. (k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

3. (l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

4. (m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

5. (n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6. (o) The teacher knows when and how to evaluate and report learner progress against standards.

7. (p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Disposition-
1. (q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

9. Differentiates assessments, which may include providing more challenging learning goals for learners who are advanced academically. (6k) (INTASC Standard 9 Embedded)

10. Makes digital and/or other records of learner performance so that s/he can monitor each learner's progress. (6i) (INTASC Standard 9 Embedded)

Module 5- Successful Learning by All Students (Designing Instruction and Assessment Literacy)
Example Assessment (INTASC Standard 6)-
The teacher candidate will conduct a series of formative assessments associated with a sequence of lessons designed to elicit the higher-level thinking skills of the students. Components must include the selection of short and long-term learning goals referenced to an external benchmark, eliciting and interpreting individual student's thinking, recognizing common patterns of student thinking, providing oral and written feedback to students, and identifying and implementing an instructional response or strategy in response to common student thinking. Evaluation should be based on the teacher candidate's ability to accurately describe their students' development of higher level thinking skills over a specified period.
Submission Artifacts- Student and Teacher Work Samples

 (Performance measures drawn directly from INTASC Progressions, pps. 30- 33)

	2. (r) The teacher takes responsibility for aligning instruction and assessment with learning goals. **3. (s)** The teacher is committed to providing timely and effective descriptive feedback to learners on their progress. **4. (t)** The teacher is committed to using multiple types of assessment processes to support, verify, and document learning. **5. (u)** The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs. **6. (v)** The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.	
Standard 7 **Planning for Instruction** **- The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**	Performance- **1. (a)** The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners. **2. (b)** The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners. **3. (c)** The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill. **4. (d)** The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	**Module 5**- Successful Learning by All Students Module (Designing Instruction and Assessment Literacy)-Aligns with INTASC Standards 6, 7, and 8 **The teaching candidate:** 1. Plans and sequences common learning experiences and performance tasks linked to the learning objectives and makes content relevant to learners. (7a; 7c; 7k) (INTASC Standard 10 Embedded) 2. Uses learner performance data and his/her knowledge of learners to identify learners who need significant intervention to support or advance learning. S/he seeks assistance from colleagues and specialists to identify resources and refine plans to meet learner needs. (7d; 7e; 7n; 7p) (INTASC Standards 9 and 10 Embedded)

5. (e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.

6. (f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Knowledge-
1. (g) The teacher understands content and content standards and how these are organized in the curriculum.

2. (h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
3. (i) The teacher understands learning theory, human development, cultural diversity, and individual differences and their impact on continuous planning.

4. (j)The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

5. (k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

6. (l) The teacher knows when and how to adjust plans based on assessment information and learner responses.

7. (m) The teacher knows when and how to access resources and collaborate with others to support

3. Uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills. (7a; 7g) (INTASC Standard 10 Embedded)

4. Identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress. (7j; 7l; 7p) (INTASC Standard 9 Embedded)

5. Integrates technology resources into instructional plans. (7k; 7m; 8o; 8r)

6. Plans instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows about learners, including developmental levels, prior learning, and interests. (7d; 7f; 7n) (INTASC Standards 9 and 10 Embedded)

7. Uses data from formative assessments to identify adjustments in planning. (7d; 7l; 7q) (INTASC Standard 10 Embedded)

8. Identifies learners with similar strengths and/or needs and groups them for additional supports. (7d; 7l; 7q) (INTASC Standard 10 Embedded)

9. Uses data on learner performance over time to inform planning, making adjustments for recurring learning needs. (7f; 7p) (INTASC Standards 9 and 10 Embedded)

10. Uses information from informal interactions with families to adjust his/her plans and to incorporate home-based resources to provide further support. (7o; 7q) (INTASC Standards 9 and 10 Embedded)

11. Identifies learners with similar strengths and/or needs and groups them for additional supports. (7d; 7l; 7q)

Module 5- Successful Learning by All Students (Designing Instruction and Assessment Literacy)
Example Assessment (INTASC Standard 7)-

	student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations). **Disposition-** **1. (n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.** **2. (o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.** **3. (p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.** **4. (q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.**	**The teacher candidate will plan a complete unit of instruction for high student engagement. Such units may include discussions, project-based learning, inquiry-based learning, and/or cooperative learning, among other instructional strategies. This task addresses several teaching practices including designing a sequence of lessons towards a specific learning goal; appraising, choosing, and modifying tasks and texts for a specific learning goal; and setting long- and short-term learning goals for students. Evaluation should be based on the teacher candidate's ability to work collaboratively, plan multiple lessons, create classroom activities, and design new strategies.** **Submission Artifacts- Unit Plan** **(Performance measures drawn directly from INTASC Progressions, pps. 34- 37)**
Standard 8 **Instructional Strategies** **- The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**	**Performance-** **1. (a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.** **2. (b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.** **3. (c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.**	**Module 5- Successful Learning by All Students Module (Designing Instruction and Assessment Literacy)-Aligns with INTASC Standards 6, 7, and 8** **The teaching candidate:** **1. Directs students' learning experiences through instructional strategies linked to learning objectives and content standards. (7k) (INTASC Standard 10 Embedded)** **2. Analyzes individual learner needs (e.g., language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs. (7j; 8b; 8l; 8p) (INTASC Standards 9 and 10 Embedded)** **3. Makes the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning. (8a; 8e; 8m)**

4. (d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

5. (e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate knowledge through a variety of products and performances.

6. (f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

7. (g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8. (h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

9. (i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Knowledge-
1. (j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

2. (k) The teacher knows how to apply a range of developmentally, culturally, and linguistically

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4. The teacher integrates primary language resources into instruction. (8k; 8m; 8p) (INTASC Standards 9 and 10 Embedded)

5. Seeks assistance in identifying general patterns of need to support language learners. (8k; 8m) (INTASC Standards 9 and 10 Embedded)

6. Helps learners use a variety of sources and tools, including technology, to access information related to an instructional objective. S/he helps students learn to evaluate the trustworthiness of sources and to organize the information in a way that would be clear to an authentic audience. (8g; 8j; 8n; 8o; 8r) (INTASC Standards 9 and 10 Embedded)

7. Develops learners' abilities to participate in respectful, constructive discussions of content in small and whole group settings. S/he establishes norms that include thoughtful listening, building on one another's ideas, and questioning for clarification. (8i; 8q) (INTASC Standards 9 and 10 Embedded)

8. Models the use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts and assigns work that allows the learners to practice doing so. (8e; 8m; 8q) (INTASC Standard 10 Embedded)

9. Prepares (as appropriate to the learning objective) learners to use specific content-related processes and academic language. S/he also incorporates strategies to build group work skills. (4j) (INTASC Standard 10 Embedded)

10. Poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting. (8f; 8g; 8q) (INTASC Standard 10 Embedded)

11. Integrates primary language resources into instruction. (8k; 8m; 8p) (INTASC Standard 9 Embedded)

appropriate instructional strategies to achieve learning goals.

3. (l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

4. (m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

5. (n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

6. (o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Disposition-
1. (p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

2. (q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

3. (r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

4. (s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Module 5- Successful Learning by All Students (Designing Instruction and Assessment Literacy)
Example Assessment (INTASC Standard 8)-
The teacher candidate plans and leads a large group discussion. Evaluation should be based on the teacher candidate's ability to engage students, ask questions, and guide the discussion towards a desired curricular outcome.
Submission Artifacts- Lesson Plan and Video

(Performance measures drawn directly from INTASC Progressions, pps. 37- 40)

| **Standard 9** **Professional Learning and Ethical Practice** **- The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.** | Performance-
1. (a) The teacher engages in ongoing learning opportunities to develop knowledge and skills to provide all learners with engaging curriculum and learning experiences based on local and state standards.

2. (b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

3. (c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

4. (d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

5. (e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

6. (f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Knowledge-
1. (g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments. | ==**Modules 1-5**==-Embedded in Identified Course Modules

The teacher candidate:
1. Engages in structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences. (5r; 9a; 9b; 9k; 9n; 10f; 10t) (Enrollment and Participation in Alternate Authorization Program/Completion of Modules 1-5)

2. Completes professional learning processes and activities required by the state to meet recertification or re-licensure requirements. (9b; 9k; 9nl; 10t) (Enrollment and Participation in Alternate Authorization Program/Completion of Modules 1-5)

3. Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (9d) (Embedded in Module 5)

4. Observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice. (7p; 9c; 9g; 9l) (Embedded in Module 5)

5. Seeks and reflects upon feedback from colleagues to evaluate the effects of her/his actions on learners, colleagues and community members. (9a; 9g; 9m; 9n) (Embedded in Modules 4 and 5)

6. Gathers, synthesizes and analyzes a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs. (9a; 9c; 9g; 9h; 9k; 9l; 9n) (Embedded in Module 5)

7. Acts in accordance with ethical codes of conduct and professional standards. (9o) (Embedded in Module 5)

8. Complies with laws and policies related to learners' rights and teachers' responsibilities. (9j; 9o) (Embedded in Module 3) |

2. (h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

3. (i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

4. (j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

5. (k)The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Disposition-
1. (l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

2. (m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

3. (n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9. Accesses information and uses technology in safe, legal and ethical ways. (9f; 9j; 9o; 9o) (Embedded in Module 5)

10. Follows established rules and policies to ensure learners access information and technology in safe, legal and ethical ways. (f) (Embedded in Modules 3, 4, and 5)

11. Recognizes how his/her identity affects perceptions and biases and reflects on the fairness and equity of his/her decisions. (4q; 9e; 9m) (Embedded in Modules 2 and 5)

12. Accesses resources to deepen his/her understanding of the cultural, ethnic, gender and learning differences among learners and their communities. (9e) (Embedded in Modules 1, 4, and 5)

13. Reflects on the needs of individual learners and how well they are being addressed, seeking to build support for all learners. (9l) (Embedded in Modules 1, 4, and 5)

Modules 1-5-Embedded in Course Modules Identified Above
Example Assessment (INTASC Standard 9)-
The teacher candidate video records a 12-15-minute segment of teaching, analyzes it, and writes a reflective paper. Evaluation should include the teacher candidate's ability to collect a teaching video, accurately and objectively describe student behavior, make inferences about teaching, and adjust teaching strategies based on an analysis of data.
Submission Artifacts- Video and Reflective Paper

(Performance measures drawn directly from INTASC Progressions, pps. 41- 44)

	4. (o)The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	
Standard 10 Leadership and Collaboration -The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	Performance- 1. (a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources and sharing responsibility for decision making and accountability for each student's learning. 2. (b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners. 3. (c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals. 4. (d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. 5. (e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing. 6. (f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. 7. (g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	**Modules 1-5**-Embedded in Identified Course Modules **The teacher candidate:** 1.Participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners. (10a; 10n; 10r) (Embedded in Modules 4 and 5) 2. Participates in school-wide efforts to implement a shared vision and contributes to a supportive culture. (10a; 10c; 10n; 10o; 10p; 10r) (Embedded in Module 2) 3. Elicits information about learners and their experiences from families and communities and uses this ongoing communication to support learner development and growth. (10d; 10m; 10q) (Embedded in Module 5) 4. Uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues and the local community. (8h; 10d; 10g) (Embedded in Modules 1, 2, 3, 4, and 5) 5. Leads in his/her own classroom, assuming responsibility for and directing student learning toward high expectations. (9l) (Embedded in Modules 1, 2, 3, 4, and 5) 6. Makes practice transparent by sharing plans and inviting observation and feedback. (10r) (Embedded in Modules 1, 4, and 5) 7. Works to improve practice through action research. (10h) (Embedded in Modules 1, 3, 4, and 5) **Modules 1-5**-Embedded in Course Modules Identified Above **Example Assessment** (INTASC Standard 10)-

8. (h) The teacher uses and generates meaningful research on education issues and policies.

9. (i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10. (j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

11. (k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Knowledge-
1. (l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

2. (m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

3. (n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

4. (o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Disposition-

The teacher candidate will plan and conduct a meeting with a parent or guardian. Evaluation should be based on the teacher candidate's ability to clearly communicate student performance, use evidence to support said description, recommend an approach for improving student performance, and suggest parental strategies for supporting the approach.
Submission Artifacts- Video Student Work Samples and Evaluation

(Performance measures drawn directly from INTASC Progressions, pps. 45- 47)

	1. (p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success. **2. (q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.** **3. (r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.** **4. (s) The teacher takes responsibility for contributing to and advancing the profession.** **5. (t) The teacher embraces the challenge of continuous improvement and change.**	

Section II: New Program Requirements

This is a Competency - based teacher preparation program. Candidates organized in a revolving cohort will have access to the following five modules. Regardless of participation in the cohort, however, to complete the "pedagogical assessment" portion of the program all assessments related to each of the modules must be passed:

Module 1-Clarity of Instructional Purpose and Accuracy of Content Module (Content Methods and Standard Alignment)

Module 2- Safe, Respectful, Supportive, Challenging Learning Environment Module (Creating an Environment that Fosters College and Career Ready Skills)

Module 3- Classroom Management Module (Creating a Learning Environment for All Learners)

Module 4- Student Intellectual Engagement Module (Differentiation and Application of Content)

Module 5- Successful Learning by All Students Module (Designing Instruction and Assessment Literacy)

In addition to completion of the pedagogical assessment, to qualify for full certification a candidate must also complete the assessment of content knowledge (Praxis II) and the state's common summative performance assessment using the Framework for Teaching.

IDAPA Requirements for Alternative Authorization - Content Specialist	Board Approved Mastery-Based Alternate Authorization Program for Content Specialists	College of Southern Idaho's Alternate Authorization Program for Content Specialists
a. **Initial Qualifications** a) A candidate must hold a baccalaureate degree or have completed all the requirements of a baccalaureate degree except the student teaching or practicum portion.	Candidate must hold a baccalaureate degree at minimum.	Candidate must hold a baccalaureate degree at minimum.
b) The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education.	Hiring district ensures candidate is qualified to teach in the area of identified need – combined employment experience and education demonstrate content knowledge.	Hiring district ensures candidate is qualified to teach in the area of identified need – combined employment experience and education demonstrate content knowledge.
b. **Alternative Route Preparation Program—College/University Preparation or Other State Board Approved Certification Program.** a) At the time of authorization, a consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the school district, and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal;	At the time of authorization, a consortium comprised of a designee from the state board approved certification program, and a representative from the school district and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal.	At the time of authorization, a consortium comprised of a designee from the state board approved certification program, and a representative from the school district and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal.
b) The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan;	The candidate must complete a minimum of five (5) self-paced, online pedagogy modules. The consortium-developed plan will ensure the candidate completes the equivalent of nine (9) semester credit hours of study and application of pedagogy, at minimum, prior to the end of the first year of authorization.	Begin modules and or enroll in cohort to complete all the pedagogy assessments. At any time, the individual may choose to proceed directly to the Pedagogy Assessment portion of the modules. The consortium-developed plan will ensure the candidate completes the equivalent of nine (9) semester credit hours of study and application of pedagogy, at minimum, prior to the end of the first year of authorization. The modules will be offered on a rotating basis, fall, spring, summer, fall, spring, and will allow a candidate to enroll in up to two modules at a given time. Candidates will need to take the Praxis. If they do not pass, they will need to access content-based courses to gain the knowledge needed to pass the Praxis exam. At the time of authorization, and individualized learning plan will be developed, and the candidate will enroll in a regional cohort as designated by the consortium. A
c) At the time of authorization, the candidate must enroll in and work toward completion of the alternative route preparation program through a participating college/university or other state board approved certification program, and the employing school	At the time of authorization, and individualized learning plan will be developed, and the candidate will enroll in a regional cohort as designated by the consortium. A candidate must successfully complete all requirements of the individualized learning plan annually as one (1)	

district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions for annual renewal and to receive a recommendation for full certification;	condition for annual renewal *and/or pass all content, pedagogy and performance* assessment to receive a recommendation for certification.	candidate must successfully complete all requirements of the individualized learning plan annually as one (1) condition for annual renewal *and/or pass all content, pedagogy and performance* assessment to receive a recommendation for certification.
d) The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; and	The state board approved certification program shall provide assessments to credit equivalent knowledge, dispositions and relevant life/work experiences through a process of gathering evidence of candidate's relevant history and ongoing performance and application of pedagogy throughout the program.	Once a candidate chooses to move to the Pedagogy Assessment portion of the modules, a minimum of two alternate authorization certification program evaluators will review the candidate's submitted artifacts for that module and will determine whether it meets competency. If it does not, detailed feedback will be provided. Additionally, if the module is not successfully passed, the candidate will have to pay for the module again, to submit artifacts to demonstrate competency for a module and have that re-evaluated by the alternate authorization certification program evaluators.
e) Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment.	Prior to entering the classroom, the candidate shall meet the state qualifying score on the mastery-based content assessment, the proposed *Uniform Standard for Evaluation of Content Competency*.	Prior to entering the classroom, the candidate shall meet the state qualifying score on the mastery-based content assessment, the proposed *Uniform Standard for Evaluation of Content Competency*.

College Chair/Director/Dean (Institution):_____   Date:_____

_____

Graduate Chair/Director/Dean or other official (Institution; as applicable):_____   Date:_____

_____

COLLEGE OF SOUTHERN IDAHO MASTERY-BASED PATHWAY TO CERTIFICATION CROSSWALK

Streamlined Pedagogy Modules Aligned to the Framework for Teaching	Alignment to Idaho Core Teaching Standards
Clarity of Instructional Purpose and Accuracy of Content - FOCUS: CONTENT METHODS AND STANDARDS ALIGNMENT *Alignment to Framework for Teaching (Idaho Common Summative Evaluation):* 1a, 1b, 1c, 1d: Knowledge of content, clarity, and appropriateness for students of instructional outcomes, resources for classroom use 1e: Planned activities aligned to instructional purpose 3a: Expectations for learning, accuracy of content, clarity of explanations, use of academic language 3b, 3c: Questions, activities and assignments aligned to instructional purpose	**#1. Learner Development** - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. **#2: Learning Differences** - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Safe, Respectful, Supportive, Challenging Learning Environment- FOCUS: CREATING AN ENVIRONMENT THAT FOSTERS COLLEGE AND CAREER READY SKILLS *Alignment to Framework for Teaching (Idaho Common Summative Evaluation):* 2a: All 2b: Expectations for learning and achievement, student perseverance in challenging work and pride in that work	**#3: Learning Environment** - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
Classroom Management - FOCUS: CREATING A LEARNING ENVIRONMENT FOR ALL LEARNERS *Alignment to Framework for Teaching (Idaho Common Summative Evaluation):* 2c: All 2d: All 2e: All	**#3: Learning Environment** - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
Student Intellectual Engagement - FOCUS: DIFFERENTIATION AND APPLICATION OF CONTENT *Alignment to Framework for Teaching (Idaho Common Summative Evaluation):* 1e: Design of instruction 2b: Importance of the content 3a: Explanations of content: their rigor and invitations for thinking 3b: Quality of questions/ discussions, student discourse 3c: Intellectual challenge	**#4: Content Knowledge** - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. **#5: Application of Content** - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Successful Learning by All Students - FOCUS: DESIGNING INSTRUCTION AND ASSESSEMENT LITERACY *Alignment to Framework for Teaching (Idaho Common Summative Evaluation):* 1b: Knowledge of students 1d: Resources for students 1f: Design of summative and formative assessments aligned to outcomes 3d: Monitoring of student learning, feedback to students, student self-assessment 3e: Persistence, lesson adjustment 4a: All 4b: All 4c: All	**#6: Assessment** - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. **#7: Planning for Instruction** - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **#8: Instructional Strategies** - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

COLLEGE OF SOUTHERN IDAHO MASTERY-BASED PATHWAY TO CERTIFICATION CROSSWALK

STANDARDS #9 – Professional Learning and #10 – Leadership and Collaboration are embedded in select modules. Modules will be designed to integrate pedagogical concepts, that can be taken in any order, so candidates may flow into the course series at any point and exit the course series once all modules have been completed (or candidate has proven mastery based upon other measures) without being artificially time-bound by traditional coursework schedules.

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MEMORANDUM

TO: Tracie Bent, Chief Planning and Policy Officer, Office of the State Board of Education
Christina Linder, Educator Effectiveness Program Manager, Office of the State Board of Education

CC: Jonathan Lord, Associate Dean of Early College, College of Southern Idaho
Annette Schwab, Professional Standards Commission Program Specialist

FROM: Lisa Colón Durham, Director of Certification and Professional Standards

DATE: April 9, 2018

SUBJECT: College of Southern Idaho – Alternative Authorization- Content Specialist – Mastery Based
Pathway Program Proposal

The Professional Standards Commission reviewed College of Southern Idaho's Alternative Authorization-Content Specialist – Mastery Based Pathway Program Proposal at their April 2018 meeting. On April 6, 2018, the Professional Standards Commission moved to advise the State Board of Education that the review of the program proposal provided evidence that the program is designed to meet the standards based on the Mastery Based Pathway and that the program be conditionally approved. Due to this being the first program by College of Southern Idaho, there were several logistical questions such as:

- Will College of Southern Idaho need to seek national accreditation by CAEP as is the requirement of all public institutions? If so, what is the time frame?
- Will College of Southern Idaho be included within the program review schedule as are all educator preparation program routes, including ABCTE and TFA? If so, what is the time frame?

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