

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 20, 2019**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
<b>1</b>	<b>FY 2020 OPERATING BUDGETS</b>	Motion to approve
<b>2</b>	<b>FY 2021 LINE ITEMS</b>	Motion to approve
<b>3</b>	<b>AMENDMENT TO BOARD POLICY V.E.</b> Gifts and Affiliated Foundations – Second Reading	Motion to approve
<b>4</b>	<b>AMENDMENT TO BOARD POLICY V.X.</b> Intercollegiate Athletics Limits - Second Reading	Motion to approve
<b>5</b>	<b>ENHANCEMENTS AT THE CYBERCORE AND COLLABORATIVE COMPUTING CENTER (C3) FACILITIES</b>	Motion to approve
<b>6</b>	<b>UNIVERSITY OF IDAHO</b> Intent to Reimburse Bonds – ICCU Arena	Motion to approve
<b>7</b>	<b>SYSTEMNESS UPDATE</b>	Information item

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**SUBJECT**

Approval of FY 2020 Appropriated Funds Operating Budgets

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures Section II.F.b.v.; V.B.3.b.ii., 4.b., 5.c, 6.b.

**ALIGNMENT WITH STRATEGIC PLAN**

Annual budget approval is a non-strategic Board governance item.

**BACKGROUND/DISCUSSION**

Pursuant to Board policy V.B., each institution and agency prepares an operating budget for appropriated funds, non-appropriated auxiliary enterprises, non-appropriated local services, and non-appropriated other.

For the appropriated funds operating budget, Board policy V.B.3.b.ii provides as follows: “each institution or agency prepares an operating budget for the next fiscal year based upon guidelines adopted by the Board. Each budget is then submitted to the Board in a summary format prescribed by the Executive Director, for review and formal approval before the beginning of the fiscal year.” The appropriated operating budgets have been developed based on appropriations enacted during the 2019 session.

For the college and universities’ non-appropriated operating budgets, Board policy V.B. requires reports of revenues and expenditures to be submitted to the State Board of Education at the request of the Board. Currently, these operating budgets are available on each institution’s website and are available upon request.

Operating budgets are presented in two formats: budgets for agencies, health education programs, and special programs contain a summary (displayed by program, by source of revenue, and by expenditure classification) and a budget overview that briefly describes the program and changes from the previous fiscal year. All sources of revenues are included (i.e. General Funds, federal funds, miscellaneous revenue, and any other fund source).

For the college and universities, postsecondary career technical education and agricultural research and extension, supplemental information is provided including personnel costs summarized by type of position. The college and universities’ reports contain information about appropriated funds, which only include state General Funds, endowment funds, and appropriated student fees.

**IMPACT**

Approval of the budgets establishes agency and institutional fiscal spending plans for FY 2020, and allows the agencies and institutions to continue operations from FY 2019 into FY 2020.

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**ATTACHMENTS**

Attachment 1 – Charts - FY 2020 General Funds by Program  
Attachment 2 – Office of the State Board of Education Operating Budget  
Attachment 3 – Idaho Public Television Operating Budget  
Attachment 4 – Division of Vocational Rehabilitation Operating Budget  
Attachment 5 – Charts - FY 2020 Appropriated Funds Budget by Function  
Attachment 6 – College and Universities Summary of Appropriated Budget  
Attachment 7 – Boise State University FY 2020 Budget Overview  
Attachment 8 – Boise State University Appropriated Budget  
Attachment 9 – Boise State University Salary Changes  
Attachment 10 – Idaho State University FY 2020 Budget Overview  
Attachment 11 – Idaho State University Appropriated Budget  
Attachment 12 – Idaho State University Salary Changes  
Attachment 13 – University of Idaho FY 2020 Budget Overview  
Attachment 14 – University of Idaho Appropriated Budget  
Attachment 15 – University of Idaho Salary Changes  
Attachment 16 – Lewis-Clark State College FY 2020 Budget Overview  
Attachment 17 – Lewis-Clark State College Appropriated Budget  
Attachment 18 – Lewis-Clark State College Salary Changes  
Attachment 19 – Charts - FY 2020 Budgeted Positions by Type  
Attachment 20 – College and Universities Personnel Costs  
Attachment 21 – Career Technical Education FY 2020 Budget Overview  
Attachment 22 – Career Technical Education Appropriated Budget  
Attachment 23 – Agricultural Research & Extension FY 2020 Budget Overview  
Attachment 24 – Agricultural Research & Extension Appropriated Budget  
Attachment 25 – Agricultural Research & Extension Personnel Costs  
Attachment 26 – Health Education Programs Operating Budget  
Attachment 27 – Special Programs Operating Budget  
Attachment 28 – FY 2020 PBFAC Recommended Alteration and Repair Projects

**STAFF COMMENTS AND RECOMMENDATIONS**

Budgets were developed according to legislative intent and/or Board guidelines. There was funding for a 3% ongoing Change in Employee Compensation (CEC) in FY 2020. Representatives from the institutions will be available to answer specific questions.

Attachment 20 presents a system-wide summation of personnel costs by institution, by classification and also includes the number of new positions added at each institution. Board policy requires prior Board approval for the following positions:

- Salaries for new appointments to dean, associate/assistant dean, vice president and equivalent positions above the College and University Professional Association for Human Resources (CUPA-HR) median rate for such positions. (II.F.2.b.)
- Any position at a level of vice-president (or equivalent) and above, regardless of funding source. (II.B.3.a.)

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- The initial appointment of an employee to any type of position at a salary that is equal to or higher than 75% of the chief executive officer's annual salary. (II.B.3.b.)
- The employment agreement of any head coach or athletic director (at the institutions only) longer than three years, or for a total annual compensation amount of \$350,000 or higher, and all amendments thereto. (II.B.3.c.)
- Non-classified employee contracts (other than for athletic directors or coaches) over one year. (II.F.1.b.v.)

All other hiring authority has been expressly delegated to the presidents. Therefore, Board review of the operating budgets is the best opportunity for the Board to see the number of new positions added year-over-year.

For informational purposes only, the list of FY 2020 maintenance (Alteration and Repair) projects recommended by the Permanent Building Fund Advisory Council is included in Attachment 28.

Staff recommends approval.

### **BOARD ACTION**

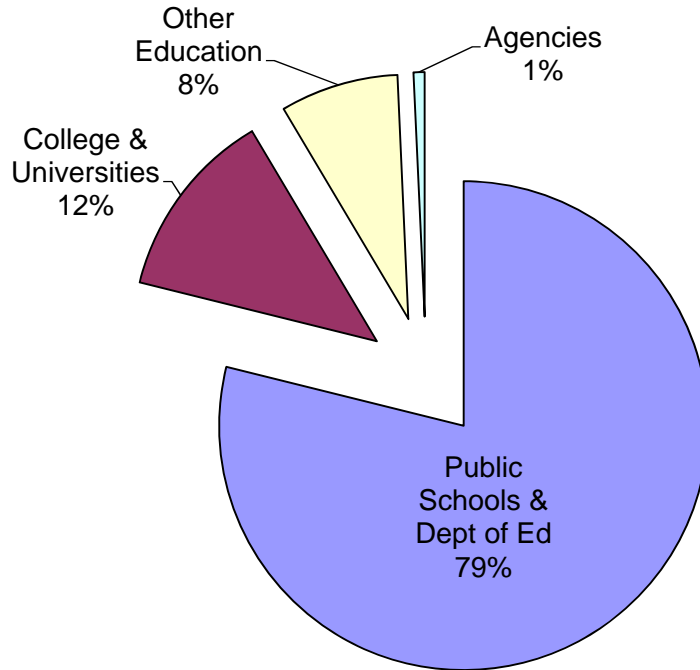
I move to approve the FY 2020 operating budgets for the Office of the State Board of Education, Idaho Public Television, Division of Vocational Rehabilitation, College and Universities, Career Technical Education, Agricultural Research and Extension Service, Health Education Programs and Special Programs, as presented in Attachments 1-27.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

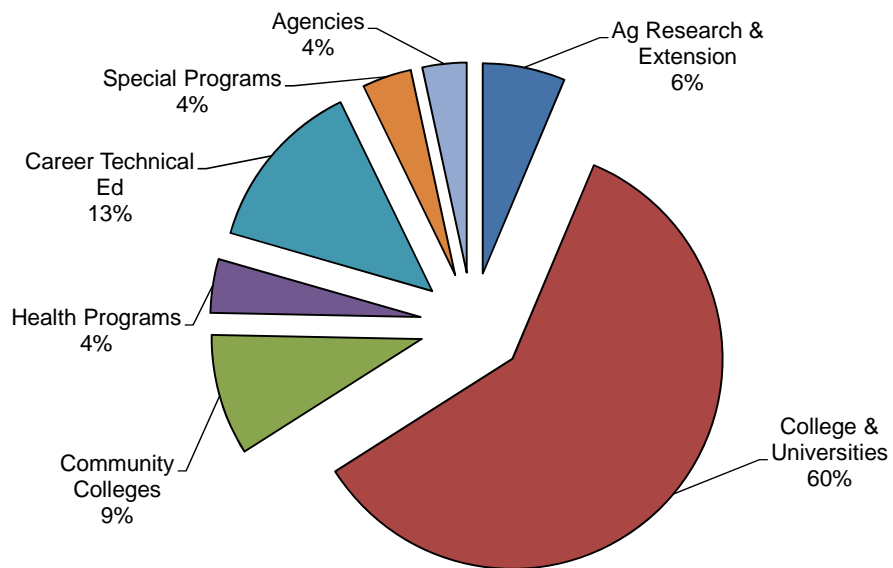
# State Board of Education

FY20 General Funds by Program

## Includes Public Schools and Department of Education General Funds



## Excludes Public Schools and Department of Education General Funds



**OFFICE OF THE STATE BOARD OF EDUCATION**  
**FY 2020 Operating Budget**

	<b>FY 2019 BUDGET</b>	<b>FY 2020 BUDGET</b>	<b>PERCENT of CHANGE</b>
<b>By Cost Center:</b>			
Office of the State Board of Education			
Management Services	4,832,400	3,118,800	-35.46%
Charter School Commission	521,700	529,700	1.53%
College and Career		455,800	100.00%
Academic Services	906,000	1,311,300	44.74%
Research Services	518,000	612,900	18.32%
Fiscal Services	536,800	585,700	9.11%
Scholarship Programs	19,824,900	28,206,800	42.28%
System Wide Needs	2,052,600	2,252,600	9.74%
<b>Total Programs</b>	<b>29,192,400</b>	<b>37,073,600</b>	<b>27.00%</b>
<b>By Fund Source:</b>			
General Fund - OSBE	6,204,200	5,443,500	-12.26%
General Fund - Charter Commission	170,700	171,600	0.53%
General Fund - Scholarships	15,230,300	15,231,800	0.01%
Federal Funds	268,800	0	-100.00%
Federal Funds - GEARUP	3,124,600	4,525,000	44.82%
Miscellaneous Revenue	203,300	483,200	137.68%
Miscellaneous Charter Authorizer Fees	351,000	358,100	2.02%
Miscellaneous - Opportunity Fund	470,000	7,450,000	1485.11%
Miscellaneous - Postsecondary Credit	1,000,000	1,000,000	0.00%
Systemwide Needs	2,052,600	2,252,600	9.74%
Indirect Cost Recovery Fund	116,900	157,800	34.99%
<b>Total Funds</b>	<b>29,192,400</b>	<b>37,073,600</b>	<b>27.00%</b>
<b>By Expenditure Classification:</b>			
Personnel Costs	3,362,600	3,549,600	5.56%
Operating Expenditures	4,960,800	5,501,500	10.90%
Capital Outlay	42,900	54,600	27.27%
Trustee/Benefit Payments	20,826,100	27,967,900	34.29%
Lump Sum	0	0	N/A
<b>Total Expenditures</b>	<b>29,192,400</b>	<b>37,073,600</b>	<b>27.00%</b>
<b>Full Time Positions</b>	<b>35.60</b>	<b>36.60</b>	<b>2.81%</b>

**Budget Overview**

The Office of the State Board of Education received a 3% ongoing CEC as well as benefit changes, contract inflation, replacement capital. and increases for space rent and cyber security insurance. OSBE recieved funding for 1 FTP and \$108k for an Associate Chief Academic Officer, \$20k ongoing for enhancements to the Career Information System, \$263k ongoing for Master Education Premium Portfolio Reviews, and \$100k one-time for K-12 Task Force. In Scholarships, OSBE received spending authority out of the Opportunity Scholarship to expend \$7m for scholarships and \$100k for External Program Evaluations.

**IDAHO PUBLIC TELEVISION**  
**FY 2020 Operating Budget**

		<b>FY 2019 BUDGET</b>	<b>FY 2020 BUDGET</b>	<b>PERCENT of CHANGE</b>
1	<b>By Program:</b>			
2	Delivery System and Administration:			
3	Technical Services	2,487,100	2,340,850	-5.88%
4	Administration	1,397,850	1,514,600	8.35%
5	Educational Content:			
6	Programming Acquisitions	1,798,900	1,846,458	2.64%
7	IdahoPTV Productions	1,644,700	1,748,006	6.28%
8	Special Productions/Project: (2)	21,200	36,200	70.75%
9	Communications (3)	996,750	1,034,596	3.80%
10	Development	1,102,100	1,080,390	-1.97%
11	<b>Total Programs</b>	<u>9,448,600</u>	<u>9,601,100</u>	<u>1.61%</u>
12				
13	<b>By Fund Source:</b>			
14	General Fund - PC/OE	2,482,300	2,641,200	6.40%
15	General Fund - Capital (One-Time)	103,000	284,000	175.73%
	Tech/Infrastructure Stabilization Fund	400,000	400,000	0.00%
16	Federal Funds	340,400	49,400	-85.49%
17	Local Funds	6,101,700	6,190,300	1.69%
18	Special Productions/Projects	21,200	36,200	1.77%
19	<b>Total Funds</b>	<u>9,448,600</u>	<u>9,601,100</u>	<u>1.61%</u>
20				
21	<b>By Expenditure Classification:</b>			
22	Personnel Costs (1)	4,973,400	5,151,800	3.59%
23	Operating Expenditures:			
24	Communication & Programming	1,578,530	1,589,324	0.68%
25	Employee Development & Trav	221,780	227,341	2.51%
26	Professional, Admin & Other Services	417,080	422,815	1.38%
27	Supplies, R&M Services	405,930	402,450	-0.86%
28	Utilities and Gas -5	183,200	187,150	2.16%
29	Leases and Rentals -6	535,580	569,730	6.38%
30	Miscellaneous	208,800	211,490	1.29%
31	<b>Total Operating Expenditures</b>	<u>3,550,900</u>	<u>3,610,300</u>	<u>1.67%</u>
32	Capital Outlay (4)	924,300	839,000	-9.23%
33	<b>Total Expenditures</b>	<u>9,448,600</u>	<u>9,601,100</u>	<u>1.61%</u>
34				
35	<b>FTP Count</b> (3)	68.48	69.48	1.46%
36				

**37 Notes:**

38 FY 2019 budget per HB654; FY 2020 budget per SB1155

39 (1) Appropriations for a 3% CEC that increased personnel costs throughout the budget.

40 (2) Seeking additional donations to support IdahoPTV special productions and projects.

41 (3) Added educational position and expanded outreach.

42 (4) Decreased level of miscellaneous fund capital replacement appropriation.

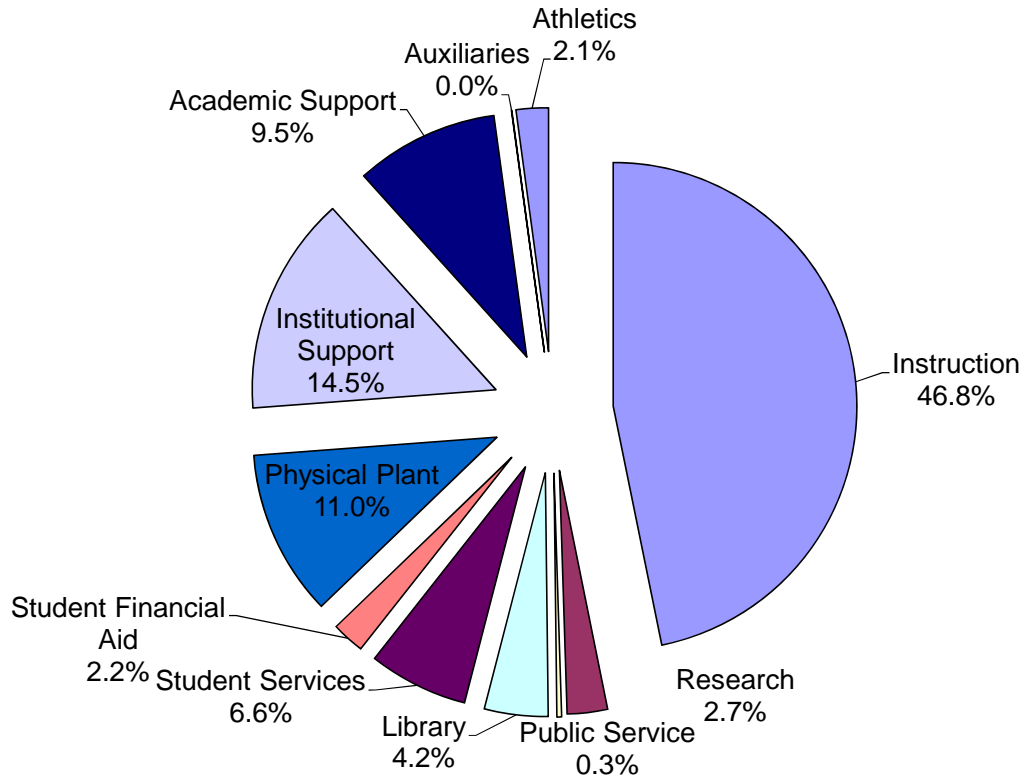
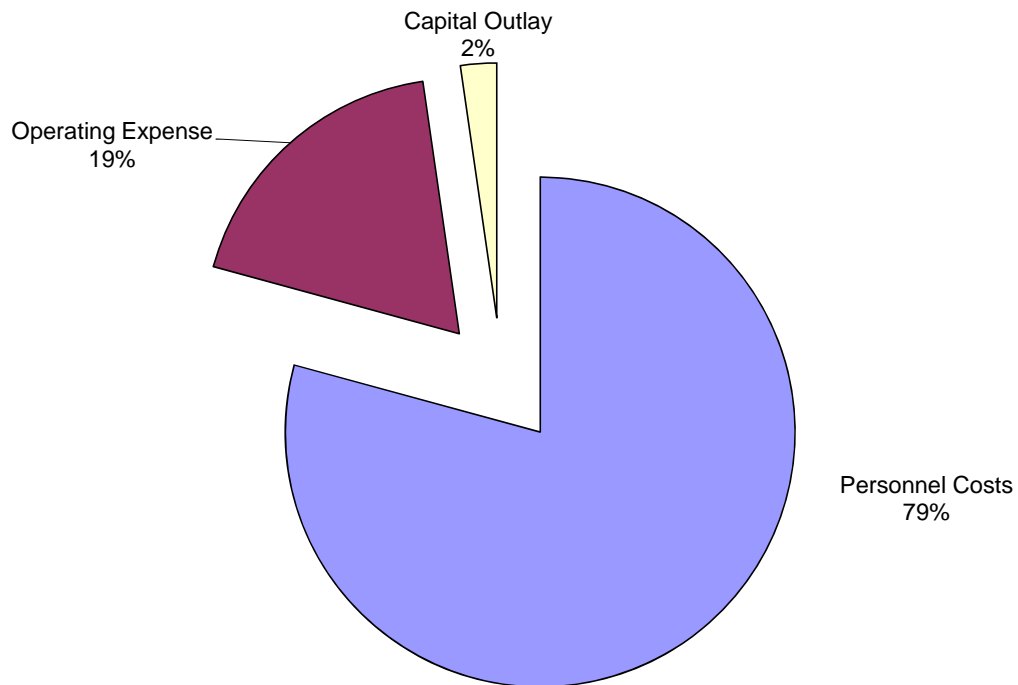
43 (5) Anticipated increase in utility and gas costs.

44 (6) Anticipated increase in lease and rental costs.

**DIVISION OF VOCATIONAL REHABILITATION**  
**FY 2020 Operating Budget**

		<b>FY 2019 BUDGET</b>	<b>FY 2020 BUDGET</b>	<b>PERCENT of CHANGE</b>
1				
2	<b>By Program:</b>			
3	Vocational Rehabilitation	23,609,000	23,941,800	1.41%
4	Comm. Supp. Employ. Work Svcs. (CSE)	4,507,300	4,442,200	-1.44%
5	Council for the Deaf & Hard of Hearing [1]	269,800	371,400	37.66%
6				
7	<b>Total Programs</b>	<b>28,386,100</b>	<b>28,755,400</b>	<b>1.30%</b>
8	<b>By Fund Source:</b>			
9	General Fund	8,728,300	8,874,000	1.67%
10	Federal Funds	17,545,200	17,767,800	1.27%
11	Miscellaneous Revenue	969,600	971,700	0.22%
12	Dedicated Funds	1,143,000	1,141,900	-0.10%
13	<b>Total Funds</b>	<b>28,386,100</b>	<b>28,755,400</b>	<b>1.30%</b>
14	<b>By Expenditure Classification:</b>			
15	Personnel Costs [2]	10,956,500	10,946,000	-0.10%
16	Operating Expenditures			
17	Communications [1]	252,200	252,200	0.00%
18	Employee Dev./Memberships	41,800	49,800	19.14%
19	Professional & General Services [2]	478,900	891,900	86.24%
20	Travel [1]	163,900	166,100	1.34%
21	Supplies & Insurance [1]	119,700	119,700	0.00%
22	Rents [3]	580,800	609,400	4.92%
23	Other	139,200	160,800	15.52%
24	<b>Total Operating Expenditures</b>	<b>1,776,500</b>	<b>2,249,900</b>	<b>26.65%</b>
25	Capital Outlay [4]	110,300	96,700	-12.33%
26	Trustee/Benefit Payments	15,542,800	15,462,800	-0.51%
27	<b>Total Expenditures</b>	<b>28,386,100</b>	<b>28,755,400</b>	<b>1.30%</b>
28	<b>Full Time Positions</b>	154.00	150.00	-2.60%
	<b>Budget Overview</b>			
29	FY19 funded with SB1368, FY20 Funded with HB237			
	[1] Line-item request for CDHH interpreter position			
30	[2] IT Modernization Initiative reduced FTE and PC and increased OE			
31	[3] Inflationary costs for building leases			
32	[4] Multi-Function Printers, Computers and Related Equip			



**COLLEGE & UNIVERSITIES****FY 2020 Appropriated Funds Budget By Function****FY 2020 Appropriated Funds Budget By Expenditure Classification**

**COLLEGE & UNIVERSITIES SUMMARY****Budget Distribution by Activity and Expense Class**

July 1, 2019 - June 30, 2020

**Appropriated Funds**

	<b>FY2019 Original Budget</b>		<b>FY2020 Original Budget</b>		<b>Changes from</b>	
	Amount	% of Total	Amount	% of Total	Amount	% Chge
<b>Revenue by Source</b>						
1 State General Account - ongoing	\$288,293,200	50.02%	\$299,534,700	50.70%	\$11,241,500	3.90%
2 State General Account - one time	1,254,200	0.22%	0	0.00%	(1,254,200)	-100.00%
3 State Endowments	16,443,200	2.85%	17,236,400	2.92%	793,200	4.82%
4 Millennium Fund/Economic Recovery	0	0.00%	0	0.00%	0	0.00%
5 Student Tuition and Fees	270,319,400	46.91%	274,051,900	46.38%	3,732,500	1.38%
6 Total Operating Revenues	<u>\$576,310,000</u>	<u>100.00%</u>	<u>\$590,823,000</u>	<u>100.00%</u>	<u>\$14,513,000</u>	<u>2.52%</u>
<b>Expenses</b>						
<b>By Function:</b>						
7 Instruction	\$272,859,050	47.09%	\$285,030,565	46.81%	\$12,171,516	4.46%
8 Research	20,787,317	3.59%	16,345,415	2.68%	(4,441,902)	-21.37%
9 Public Service	2,211,925	0.38%	1,863,484	0.31%	(348,441)	-15.75%
10 Library	25,763,457	4.45%	25,731,790	4.23%	(31,667)	-0.12%
11 Student Services	36,640,463	6.32%	40,210,513	6.60%	3,570,050	9.74%
12 Student Financial Aid	6,563,694	1.13%	13,203,025	2.17%	6,639,331	101.15%
13 Physical Plant	67,506,934	11.65%	67,044,014	11.01%	(462,920)	-0.69%
14 Institutional Support	86,040,292	14.85%	88,415,885	14.52%	2,375,593	2.76%
15 Academic Support	48,274,719	8.33%	57,947,222	9.52%	9,672,503	20.04%
16 Auxiliaries	11,400	0.00%	133,922	0.02%	122,522	1074.75%
17 Athletics	12,818,108	2.21%	13,009,362	2.14%	191,254	1.49%
18 Total Bdgt by Function	<u>\$579,477,358</u>	<u>100.00%</u>	<u>\$608,935,197</u>	<u>100.00%</u>	<u>\$29,457,839</u>	<u>5.08%</u>
<b>19 By Expense Class:</b>						
20 Personnel Costs:						
21 Salaries:						
22 Faculty	\$162,186,858	28.05%	\$166,742,093	27.38%	\$4,555,235	2.81%
23 Executive/Admin	22,234,961	3.85%	22,980,559	3.77%	745,598	3.35%
24 Managerial/Prof	87,408,030	15.12%	95,672,974	15.71%	8,264,944	9.46%
25 Classified	48,871,627	8.45%	50,065,607	8.22%	1,193,980	2.44%
26 Grad Assist	13,942,666	2.41%	13,918,024	2.29%	(24,642)	-0.18%
27 Irregular Help	12,071,023	2.09%	6,634,005	1.09%	(5,437,018)	-45.04%
28 Total Salaries	<u>\$346,715,165</u>	<u>59.96%</u>	<u>\$356,013,262</u>	<u>58.46%</u>	<u>\$9,298,097</u>	<u>2.68%</u>
29 Personnel Benefits	114,326,372	19.77%	126,466,077	20.77%	12,139,705	10.62%
30 Total Pers Costs	<u>\$461,041,537</u>	<u>79.73%</u>	<u>\$482,479,339</u>	<u>79.23%</u>	<u>\$21,437,802</u>	<u>4.65%</u>
31 Operating Expense:						
32 Travel	1,690,108	0.29%	1,709,321	0.28%	19,213	1.14%
33 Utilities	15,410,305	2.66%	15,100,420	2.48%	(309,885)	-2.01%
34 Insurance	3,531,184	0.61%	3,530,762	0.58%	(422)	-0.01%
35 Other Oper. Exp	81,971,845	14.18%	92,202,424	15.14%	10,230,579	12.48%
36 Total Oper. Exp	<u>\$102,603,442</u>	<u>17.74%</u>	<u>\$112,542,927</u>	<u>18.48%</u>	<u>\$9,939,485</u>	<u>9.69%</u>
37 Capital Outlay:						
38 Depart Equipment	2,091,206	0.36%	1,444,402	0.24%	(646,804)	-30.93%
39 Library Acquisitions	12,514,973	2.16%	12,468,529	2.05%	(46,444)	-0.37%
40 Total Cap Outlay	<u>\$14,606,179</u>	<u>2.53%</u>	<u>\$13,912,931</u>	<u>2.28%</u>	<u>(\$693,248)</u>	<u>-4.75%</u>
41 Tot Bdgt by Exp Class	<u>\$578,251,158</u>	<u>100.00%</u>	<u>\$608,935,197</u>	<u>100.00%</u>	<u>\$30,684,039</u>	<u>5.31%</u>
42 One-time 27th Payroll (GF)	\$0		\$0		\$0	
43 One-time Capital Outlay	\$28,000		\$0		(\$28,000)	
44 One-time Other	\$1,226,200		\$0		(\$1,226,200)	
45 Activity Total	<u>\$579,505,358</u>		<u>\$608,935,197</u>		<u>\$29,429,839</u>	<u>5.08%</u>
46 TOTAL FTE POSITIONS	4,750.36		4,871.80		121.44	2.56%
47 ISU Budget Deficit - reserve funds	(3,195,358)		(18,112,197)			

**BOISE STATE UNIVERSITY  
FY2020 Budget Overview  
Appropriated Funds**

<b>FY 2019 Base Operating Budget</b>	<b>\$218,000,000</b>
<b>Adjustments to Base from State Funds</b>	
Personnel Benefits	40,600
Statewide Cost Allocation (e.g. Controller's Office)	23,300
CEC-3% and Pay Scale Adjustment	2,148,300
Enrollment Workload Adjustment	2,489,100
Occupancy Costs	<u>683,700</u>
<b>NET INCREASE IN BASE STATE FUNDING</b>	<b>\$5,385,000</b>
<b>Increases from Student Tuition and Fees</b>	<b><u>\$9,615,000</u></b>
<b>FY 2020 Operating Budget</b>	<b><u>\$233,000,000</u></b>

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Boise State's FY 2020 base operating budget of \$233,000,000 is a \$15 million increase over the previous year's base funding. About 65% of the new funding will come from student tuition and fees. The State general account funding comprises 45% of the proposed FY20 operating budget and totals \$105,196,800. Student tuition and fees comprise 55% of the proposed FY20 operating budget for a total of \$127,803,200.

Following are highlights of the FY 2020 appropriated operating budget.

- Health insurance costs remain flat while there is a slight increase in variable benefit rates.
- Salary Adjustments - State funding will partially cover a 3% CEC with student tuition and fees covering the remaining. The total cost to the appropriated budget is \$4.3 million.
- Enrollment Workload Adjustment – State general funding will provide \$2,489,100 to Boise State University to fund enrollment growth.
- Occupancy Costs - \$683,700 was provided to support occupancy costs for the Center for Visual Arts and the Micron Center for Materials Research. This funding represents half of Boise State's request

**BOISE STATE UNIVERSITY**  
**Budget Distribution by Activity and Expense Class**  
**July 1, 2019 - June 30, 2020**  
**Appropriated Funds**

	FY2019 Original Budget		FY2020 Original Budget		Changes from Prior Year	
	Amount	% of Total	Amount	% of Total	Amount	% Chge
<b>Revenue by Source</b>						
1 State General Account - ongoing	\$99,811,800	45.79%	\$105,196,800	45.15%	\$5,385,000	5.40%
2 State General Account - one time		0.00%		0.00%	0	0.00%
3 State Endowments		0.00%		0.00%	0	0.00%
4 Millennium Fund/Economic Recovery		0.00%		0.00%	0	0.00%
5 Student Tuition and Fees	118,188,200	54.21%	127,803,200	54.85%	9,615,000	8.14%
6 Total Operating Revenues	\$218,000,000	100.00%	\$233,000,000	100.00%	\$15,000,000	6.88%
<b>Expenses</b>						
<b>By Function:</b>						
7 Instruction	\$114,426,963	52.49%	\$117,550,526	50.45%	\$3,123,563	2.73%
8 Research	5,476,459	2.51%	5,641,264	2.42%	164,805	3.01%
9 Public Service	1,702,392	0.78%	1,490,066	0.64%	(212,326)	-12.47%
10 Library	8,014,326	3.68%	8,273,475	3.55%	259,149	3.23%
11 Student Services	14,220,101	6.52%	15,734,426	6.75%	1,514,325	10.65%
12 Student Financial Aid		0.00%	1,700,000	0.73%	1,700,000	0.00%
13 Physical Plant	19,539,512	8.96%	18,551,262	7.96%	(988,250)	-5.06%
14 Institutional Support	30,577,436	14.03%	34,216,299	14.69%	3,638,863	11.90%
15 Academic Support	20,990,611	9.63%	26,790,482	11.50%	5,799,871	27.63%
16 Auxiliaries		0.00%		0.00%	0	0.00%
17 Athletics	3,052,200	1.40%	3,052,200	1.31%	0	0.00%
18 Total Bdgt by Function	\$218,000,000	100.00%	\$233,000,000	100.00%	\$15,000,000	6.88%
<b>19 By Expense Class:</b>						
20 Personnel Costs:						
21 Salaries:						
22 Faculty	\$61,313,853	28.13%	\$65,180,155	27.97%	\$3,866,302	6.31%
23 Executive/Admin	8,277,752	3.80%	8,837,502	3.79%	559,750	6.76%
24 Managerial/Prof	36,324,737	16.66%	42,214,757	18.12%	5,890,020	16.21%
25 Classified	11,607,816	5.32%	12,419,327	5.33%	811,511	6.99%
26 Grad Assist	5,545,101	2.54%	5,520,459	2.37%	(24,642)	-0.44%
27 Irregular Help	6,129,777	2.81%	883,115	0.38%	(5,246,662)	-85.59%
28 Total Salaries	\$129,199,036	59.27%	\$135,055,315	57.96%	\$5,856,279	4.53%
29 Personnel Benefits	44,267,533	20.31%	47,950,299	20.58%	3,682,766	8.32%
30 Total Pers Costs	\$173,466,569	79.57%	\$183,005,614	78.54%	\$9,539,045	5.50%
31 Operating Expense:						
32 Travel	\$0	0.00%	\$0	0.00%	0	0.00%
33 Utilities	4,666,241	2.14%	4,771,741	2.05%	105,500	2.26%
34 Insurance	1,253,764	0.58%	1,253,764	0.54%	0	0.00%
35 Other Oper. Exp	34,718,228	15.93%	40,456,229	17.36%	5,738,001	16.53%
36 Total Oper. Exp	\$40,638,233	18.64%	\$46,481,734	19.95%	\$5,843,501	14.38%
37 Capital Outlay:						
38 Depart Equipment	\$750,411	0.34%	\$217,865	0.09%	(532,546)	-70.97%
39 Library Acquisitions	3,144,787	1.44%	3,294,787	1.41%	150,000	4.77%
40 Total Cap Outlay	\$3,895,198	1.79%	\$3,512,652	1.51%	(\$382,546)	-9.82%
41 Tot Bdgt by Exp Class	\$218,000,000	100.00%	\$233,000,000	100.00%	\$15,000,000	6.88%
42 One-time 27th Payroll (GF)	\$0		\$0		\$0	
43 One-time Capital Outlay	\$0		\$0		\$0	
44 One-time Other	\$0		\$0		\$0	
45 Activity Total	\$218,000,000		\$233,000,000		\$15,000,000	6.88%
46 TOTAL FTE POSITIONS	1,662.89		1,782.67		119.78	7.20%

# BOISE STATE UNIVERSITY

## Summary of Salary Changes for FY2020 by Employee Group

Institution/Agency by Group	Existing Positions							Position Adjustments		Total			
	FY2019	FY2019	Salary Adjustments				FY2020	FTE	Salary	FY2020	FY2020	% change	
	FTE	Salary Base	Promotion	Perf/Exp/Merit	Equity	Total	Salary Base			FTE	Salary Base		
General Education (Approp Only)													
Faculty													
Professor	181.64	\$17,861,469	\$190,000	535,844		725,844	\$18,587,313	4.1%	5.30	(519,900)	186.94	\$18,067,413	1.2%
Associate Professor	206.59	\$16,426,179	\$259,000	492,785		751,785	\$17,177,964	4.6%	9.85	849,667	216.44	\$18,027,631	9.7%
Assistant Professor	172.72	\$12,654,943		379,648		379,648	\$13,034,591	3.0%	-9.91	(399,136)	162.81	\$12,635,455	-0.2%
Instr/Lect	137.24	\$6,847,784		205,434		205,434	\$7,053,217	3.0%	30.74	2,103,213	167.98	\$9,156,430	33.7%
Part-Time Instructor	4.00	\$7,523,478				0	\$7,523,478	0.0%	-4.00	(230,253)	0.00	\$7,293,226	-3.1%
Total Faculty	702.19	\$61,313,852	\$449,000	1,613,711	\$0	2,062,711	\$63,376,564	3.4%	31.98	1,803,592	734.17	\$65,180,155	6.3%
Executive/Administrative	48.00	\$8,277,752		272,314		272,314	\$8,550,066	3.3%	3.10	287,436	51.10	\$8,837,502	6.8%
Managerial/Professional	567.44	\$36,324,737		1,403,016		1,403,016	\$37,727,753	3.9%	80.04	4,487,004	647.48	\$42,214,757	16.2%
Classified	345.26	\$11,607,816		653,071		653,071	\$12,260,887	5.6%	4.66	158,440	349.92	\$12,419,327	7.0%
Student/Teaching Assistant	0.00	\$5,545,101		(24,642)		(24,642)	\$5,520,459	-0.4%			0.00	\$5,520,459	-0.4%
Irregular Help	0.00	\$6,129,777				0	\$6,129,777	0.0%		(5,246,662)	0.00	\$883,115	-85.6%
Total	1,662.89	\$129,199,035	\$449,000	3,917,470	\$0	4,366,470	\$133,565,506	3.4%	119.78	\$1,489,809	1,782.67	\$135,055,315	4.5%
Idaho Small Business Development Center													
Faculty													
Professor						\$0	\$0	0.0%					
Associate Professor						\$0	\$0	0.0%					
Assistant Professor						\$0	\$0	0.0%					
Instr/Lect						\$0	\$0	0.0%					
Part-Time Instructor						\$0	\$0	0.0%					
Total Faculty		\$0	\$0	\$0	\$0	\$0	\$0	0.0%					
Executive/Administrative						\$0	\$0	0.0%					
Managerial/Professional	1.87	\$137,559		(42,270)	0	(42,270)	\$95,289	-30.7%	-0.22	-\$2,846	1.65	\$92,443	
Classified						\$0	\$0	0.0%					
Student/Teaching Assistant						\$0	\$0	0.0%					
Irregular Help	0.00					\$0	\$0	0.0%			0.00	\$0	
Total	1.87	\$137,559	\$0	\$0	\$0	\$0	\$95,289	0.0%	-0.22	-\$2,846	1.65	\$92,443	
TechHelp													
Faculty													
Professor						\$0	\$0	0.0%					
Associate Professor						\$0	\$0	0.0%					
Assistant Professor						\$0	\$0	0.0%					
Instr/Lect						\$0	\$0	0.0%					
Part-Time Instructor						\$0	\$0	0.0%					
Total Faculty			\$0	\$0	\$0	\$0	\$0	0.0%					
Executive/Administrative						\$0	\$0	0.0%					
Managerial/Professional	1.95	\$144,906		\$3,887		\$3,887	\$148,793	2.7%	1.00	\$55,494	2.95	\$204,287	
Classified							\$0	0.0%					
Student/Teaching Assistant							\$0	0.0%					
Irregular Help						\$0	\$0					\$0	
Total	1.95	\$144,906	\$0	\$0	\$0	\$0	\$148,793	0.0%	1.00	\$55,494	2.95	\$204,287	

## IDAHO STATE UNIVERSITY FY2020 BUDGET OVERVIEW Appropriated Funds

Idaho State University is undergoing a multi-year project to revise and improve the budget setting process. The goal of the project is to create transparency in developing the budget, improve strategic financial decisions, create a process to incentivize innovation, better align uses with sources, and develop an “all-funds” budget in alignment with the institution’s financial statements.

The first step in the process is to reset the existing base budget, which will begin with FY2020. Idaho State University has been operating under an incremental budget model for the past two decades. The base has not been reset in over 20 years. This creates an inequitable distribution of resources across campus and fails to incentivize units from making optimal financial decisions. In the second step we will align uses to sources of funding. This process will move approximately \$3 million of expenditures, which have been traditionally funded by appropriations, to local funds.

Employing previous years allocation methods, the FY2020 budget would have had a deficit of 9,063,497. However, by shifting the \$3 million of expenditures to local funding sources, the appropriated deficit will be \$6,063,497 representing 11.1% of estimated student tuition and fee revenue. The institution’s proposed and approved 6.1% full-time undergraduate resident tuition and fee increase will not be sufficient to cover funding for institutional priorities when combined with enrollment challenges. As a result, Idaho State will fund this budget deficit from reserves. The establishment of a new budgeting process will allow the university leadership team to make strategic investments designed to increase enrollments, and improve retention and graduation rates. It is expected to take several years to return to the higher enrollments of recent years. During this time-frame we anticipate several years of deficit budgets.

The institution has significant cash reserves to fund the current and anticipated budgets. With an all-funds budget, we will monitor our financial performance in real time throughout the year and will take corrective action if needed.

The FY2020 General Education operating budget totaling \$146,832,197 represents an increase of 0.8 % over FY2019. An overview of the FY2020 state appropriated budget is provided as follows:

<b>Y2020 Base Operating Budget</b>	<b>\$145,647,400</b>
<b>Adjustments to Base from State Funds</b>	
Personnel Benefits	-28,200
Risk Management / Controller’s Fees	-55,000
Change in Employee Compensation	1,998,900
Enrollment Workload Adjustment	499,900
State Endowment Adjustments	178,000
Occupancy Costs	<u>94,400</u>

<b>NET INCREASE IN BASE STATE FUNDING</b>	<b>\$2,688,000</b>
<b>Change in Student Tuition and Fees</b>	<b>-\$5,471,300</b>
<b>Incremental One-time Funding</b>	<b><u>\$3,968,097</u></b>
<b>FY2020 Operating Budget</b>	<b><u>\$146,832,197</u></b>

State General appropriations increased by \$2,398,000 in both permanent and one-time funding, representing a 3.0% increase. State Endowment appropriations increased by \$268,000, or 7.2%, from their FY2019 funding levels. Budgeted revenue generated by student tuition is estimated to decrease by -\$5,471,300, or -9.1%, primarily due to a continuing decline in student enrollment coupled with an increase in institutional discounts and waivers. Through state appropriations, institutional reallocations and adjustments, student tuition and fee revenue, and reserves, funding will be provided for facility occupancy costs, Athletics, graduate and teaching assistant waivers, compensation schedule changes, faculty tenure and promotions, and the 3% Change in Employee Compensation.

The compensation plan for FY2020 includes a performance increase with a 3% merit pool in accordance with guidance from DFM and DHR. Classified minimum salaries will continue at 75% of Policy in the State's FY2020 pay structure. The classified minimum hourly rate for benefitted positions will raise to \$11.00. Further, limited equity and/or market adjustments will be considered to address compensation issues if there are incumbents who are significantly trailing the market or their internal peers where those salary differences are not based on differing qualifications or performance.

The institution will continue to maintain and enhance student support, actively develop and grow sponsored research, address key infrastructure and deferred maintenance needs, and focus on compensation equity. A use of reserves will be used to aid in the continuing rebalancing of the institution's financial posture, which is essential for improving student opportunities and increasing access to a high-quality education.

**IDAHO STATE UNIVERSITY**  
**Budget Distribution by Activity and Expense Class**  
**July 1, 2019 - June 30, 2020**  
**Appropriated Funds**

	FY2019 Original Budget		FY2020 Original Budget		Changes from Prior Year	
	Amount	% of Total	Amount	% of Total	Amount	% Chge
<b>Revenue by Source</b>						
1 State General Account - ongoing	\$79,800,400	55.58%	\$82,220,400	58.41%	\$2,420,000	3.03%
2 State General Account - one time	22,000	0.02%	0	0.00%	(22,000)	-100.00%
3 State Endowments	3,739,400	2.60%	4,007,400	2.85%	268,000	7.17%
4 Millennium Fund/Economic Recovery	0	0.00%	0	0.00%	0	0.00%
5 Student Tuition and Fees	60,012,200	41.80%	54,540,900	38.75%	(5,471,300)	-9.12%
6 Total Operating Revenues	\$143,574,000	100.00%	\$140,768,700	100.00%	(\$2,805,300)	-1.95%
<b>Expenses</b>						
<b>By Function:</b>						
7 Instruction	\$68,128,029	46.78%	\$68,412,358	46.59%	\$284,329	0.42%
8 Research	5,523,167	3.79%	5,580,879	3.80%	57,712	1.04%
9 Public Service	0	0.00%	0	0.00%	0	0.00%
10 Library	6,038,974	4.15%	6,035,099	4.11%	(3,875)	-0.06%
11 Student Services	7,971,822	5.47%	8,041,007	5.48%	69,185	0.87%
12 Student Financial Aid	5,447,750	3.74%	5,448,981	3.71%	1,231	0.02%
13 Physical Plant	20,103,266	13.80%	20,184,045	13.75%	80,779	0.40%
14 Institutional Support	16,135,507	11.08%	16,491,460	11.23%	355,953	2.21%
15 Academic Support	12,242,643	8.41%	12,508,265	8.52%	265,622	2.17%
16 Auxiliaries	0	0.00%	11,458	0.01%	11,458	0.00%
17 Athletics	4,056,200	2.78%	4,118,645	2.81%	62,445	1.54%
18 Total Bdgt by Function	\$145,647,358	100.00%	\$146,832,197	100.00%	\$1,184,839	0.81%
<b>19 By Expense Class:</b>						
20 Personnel Costs:						
21 Salaries:						
22 Faculty	\$39,605,638	27.19%	\$39,898,371	27.17%	\$292,733	0.74%
23 Executive/Admin	5,611,414	3.85%	5,761,040	3.92%	149,626	2.67%
24 Managerial/Prof	19,373,467	13.30%	19,602,510	13.35%	229,043	1.18%
25 Classified	13,059,343	8.97%	13,226,288	9.01%	166,945	1.28%
26 Grad Assist	2,601,810	1.79%	2,601,810	1.77%	0	0.00%
27 Irregular Help	4,118,100	2.83%	4,144,413	2.82%	26,313	0.64%
28 Total Salaries	\$84,369,772	57.93%	\$85,234,432	58.05%	\$864,660	1.02%
29 Personnel Benefits	31,173,780	21.40%	31,391,299	21.38%	217,519	0.70%
30 Total Pers Costs	\$115,543,552	79.33%	\$116,625,731	79.43%	\$1,082,179	0.94%
31 Operating Expense:						
32 Travel	\$845,803	0.58%	\$849,658	0.58%	3,855	0.46%
33 Utilities	4,021,026	2.76%	4,024,395	2.74%	3,369	0.08%
34 Insurance	757,989	0.52%	758,567	0.52%	578	0.08%
35 Other Oper. Exp	20,774,975	14.26%	20,870,513	14.21%	95,538	0.46%
36 Total Oper. Exp	\$26,399,793	18.13%	\$26,503,133	18.05%	\$103,340	0.39%
37 Capital Outlay:						
38 Depart Equipment	\$627,355	0.43%	\$626,675	0.43%	(680)	-0.11%
39 Library Acquisitions	3,076,658	2.11%	3,076,658	2.10%	0	0.00%
40 Total Cap Outlay	\$3,704,013	2.54%	\$3,703,333	2.52%	(\$680)	-0.02%
41 Tot Bdgt by Exp Class	\$145,647,358	100.00%	\$146,832,197	100.00%	\$1,184,839	0.81%
42 One-time 27th Payroll (GF)	\$0		\$0		0	
43 One-time Capital Outlay	\$22,000		\$0		(22,000)	
44 One-time Other	\$0		\$0		0	
45 Activity Total	\$145,669,358		\$146,832,197		\$1,162,839	0.80%
46 TOTAL FTE POSITIONS	1,235.39		1,245.16		9.77	0.79%
47 Budget Deficit - reserve funds	(\$2,095,358)		(\$6,063,497)			



# IDAHO STATE UNIVERSITY

## Summary of Salary Changes for FY2020 by Employee Group

Institution/Agency by Group	Existing Positions							Position Adjustments		Total	
	FTE	FY2019 Salary Base	Promotion	Salary Adjustments			FY2020 Salary	% Incr	FTE	Salary Base	FY2020 Salary
				Perf/Exp	Equity	Total					
<b>General Education</b>											
Faculty	499.40	36,357,792.92	147,089.84	1,018,922.63		1,166,012.47	37,523,805.39	3.21	0.54	-101,655.21	499.94 \$37,422,150.18
Adjunct Faculty	0.00	3,247,845.12				0.00	3,247,845.12	0.00	0.00	-771,624.30	0.00 \$2,476,220.82
Executive/Administrative	33.42	5,611,414.20		105,301.27		105,301.27	5,716,715.47	1.88	3.12	44,324.53	36.54 \$5,761,040.00
Managerial/Professional	297.48	19,373,467.25		533,116.84		533,116.84	19,906,584.09	2.75	6.49	-304,074.09	303.97 \$19,602,510.00
Classified	405.09	13,059,342.37		581,155.19		581,155.19	13,640,497.56	4.45	-0.38	-414,209.56	404.71 \$13,226,288.00
Teaching Assistant	0.00	2,601,810.24				0.00	2,601,810.24	0.00	0.00	0.00	0.00 \$2,601,810.24
Irregular Salaries	0.00	4,118,099.46				0.00	4,118,099.46	0.00	0.00	26,313.54	0.00 \$4,144,413.00
<b>Total</b>	<b>1,235.39</b>	<b>\$84,369,771.56</b>	<b>\$147,089.84</b>	<b>\$2,238,495.93</b>	<b>\$0.00</b>	<b>\$2,385,585.77</b>	<b>\$86,755,357.33</b>	<b>2.83</b>	<b>9.77</b>	<b>-\$1,520,925.09</b>	<b>1,245.16 \$85,234,432.24</b>
<b>Idaho Dental Education Program</b>											
Faculty	2.00	129,771.20		2,412.80		2,412.80	132,184.00	1.86	0.00	0.00	2.00 \$132,184.00
Adjunct Faculty	0.00	68,298.43				0.00	68,298.43	0.00	0.00	7,607.29	0.00 \$75,905.72
Executive/Administrative	0.00	0.00				0.00	0.00	N/A	0.00	0.00	0.00 \$0.00
Managerial/Professional	1.25	115,496.85		3,555.32		3,555.32	119,052.17	3.08	0.00	0.00	1.25 \$119,052.17
Classified	0.00	0.00				0.00	0.00	0.00	0.00	0.00	0.00 \$0.00
Teaching Assistant	0.00	0.00				0.00	0.00	N/A	0.00	0.00	0.00 \$0.00
Irregular Salaries	0.00	26,978.18				0.00	26,978.18	N/A	0.00	0.00	0.00 \$26,978.18
<b>Total</b>	<b>3.25</b>	<b>\$340,544.66</b>	<b>\$0.00</b>	<b>\$5,968.12</b>	<b>\$0.00</b>	<b>\$5,968.12</b>	<b>\$346,512.78</b>	<b>1.75</b>	<b>0.00</b>	<b>\$7,607.29</b>	<b>3.25 \$354,120.07</b>
<b>Idaho Museum of Natural History</b>											
Faculty	0.00	0.00		286.75		286.75	286.75	N/A	0.13	8,507.20	0.13 \$8,793.95
Adjunct Faculty	0.00	0.00				0.00	0.00	N/A	0.00	0.00	0.00 \$0.00
Executive/Administrative	0.49	65,831.71		1,593.20		1,593.20	67,424.91	2.42	0.00	0.00	0.49 \$67,424.91
Managerial/Professional	6.41	295,257.30		8,135.11		8,135.11	303,392.41	2.76	0.92	39,420.19	7.33 \$342,812.60
Classified	1.00	36,795.20				0.00	36,795.20	0.00	-1.00	-36,795.20	0.00 \$0.00
Teaching Assistant	0.00	0.00				0.00	0.00	N/A	0.00	0.00	0.00 \$0.00
Irregular Salaries	0.00	25,384.17				0.00	25,384.17	N/A	0.00	-11,806.39	0.00 \$13,577.78
<b>Total</b>	<b>7.90</b>	<b>\$423,268.38</b>	<b>\$0.00</b>	<b>\$10,015.06</b>	<b>\$0.00</b>	<b>\$10,015.06</b>	<b>\$433,283.44</b>	<b>2.37</b>	<b>0.05</b>	<b>-\$674.20</b>	<b>7.95 \$432,609.24</b>
<b>Family Medicine Residency</b>											
Faculty	1.39	261,695.93		7,139.91		7,139.91	268,835.84	2.73	1.00	196,019.20	2.39 \$464,855.04
Adjunct Faculty	0.00	50.49				0.00	50.49	0.00	0.00	407.16	0.00 \$457.65
Executive/Administrative	0.00	0.00				0.00	0.00	N/A	0.00	0.00	0.00 \$0.00
Managerial/Professional	6.41	634,009.58		7,630.35		7,630.35	641,639.93	1.20	2.50	135,474.38	8.91 \$777,114.31
Classified	2.00	71,177.60		3,390.40		3,390.40	74,568.00	4.76	0.00	0.00	2.00 \$74,568.00
Teaching Assistant	0.00	0.00				0.00	0.00	N/A	0.00	0.00	0.00 \$0.00
Irregular Salaries	0.00	0.00				0.00	0.00	N/A	0.00	0.00	0.00 \$0.00
<b>Total</b>	<b>9.80</b>	<b>\$966,933.60</b>	<b>\$0.00</b>	<b>\$18,160.66</b>	<b>\$0.00</b>	<b>\$18,160.66</b>	<b>\$985,094.26</b>	<b>1.88</b>	<b>3.50</b>	<b>\$331,900.74</b>	<b>13.30 \$1,316,995.00</b>

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**UNIVERSITY OF IDAHO**  
**FY2020 Budget Overview**  
**Appropriated Funds**

The FY2020 General Education operating budget totals \$192,000,000. Key funding from the state includes:

- Salary Increases (CEC): \$2,146,700
  - This amount covers only a portion of the CEC cost (salaries and benefits) for regular employees paid on General Education, leaving \$2.6M including 100% of faculty promotions and RA/TA increases to be covered from other sources, primarily student tuition.
- Enrollment Workload Adjustment: \$608,900

Overall the base state general fund appropriation for the University of Idaho is increasing from \$91,500,700 in FY2019 to \$94,465,700 in FY2020, an increase of \$2,965,000 or 3.2%.

The Board approved an overall undergraduate resident student tuition and fee increase of 5.6% or \$220 per academic year. Thanks in large part to the work of student leadership to once again keep increases to activity fees low, the University was able to put the majority of this increase into tuition, which is the primary source of flexible dollars to meet the institution's key operating budget needs. There was no increase to the technology fee and a \$30 per academic year increase to the facility fee for the ICCU Arena for FY20.

The Board approved a professional fee increase for the Colleges of Law and Art and Architecture as well as program fee increases for the Executive MBA and MOSS Environmental Education Graduate programs. These increases will enable these programs to sustain quality and further invest in student success using resources outside the General Education budget.

The University continues to focus on ensuring that all university resources are used in an effective manner to meet the strategic priorities of the university. Within the General Education budget a primary focus continued to be the implementation of our market based compensation system which is a critical need for the university as we try to compete for the best faculty and staff on the behalf of our students. While no additional central funding beyond the 3% CEC pool was allocated as part of the FY20 salary setting process, the 3% pool itself was allocated to positions based on the staff and faculty market based compensation systems. The University also implemented a \$2M internal reallocation of General Education funding and a \$3M base reduction to the General Education budget as part of setting the FY20 budget. This effort utilized existing program prioritization data to set targets for each major unit and was the first step in efforts to right size the General Education budget to match anticipated revenues.

The FY20 General Education budget reflects an estimated base funding deficit of \$11.6M. This deficit is driven by two major items: benefit cost increases and funding reductions and a shift in enrollment from non-resident to WUE students. The base state benefit funding was reduced by \$1.2M effective FY19 but was offset by state one-time funding; however this one-time funding did not continue for FY20 and when combined with planned increases in benefit expenses the overall anticipated impact is \$7.1M. In addition, the UI is estimating a large increase in WUE enrollment in fall 2019. While the University hopes to see an overall enrollment increase, for budget-setting purposes we have conservatively planned for flat enrollment, meaning that each additional WUE enrollment has been offset by a reduction in non-resident enrollment leading to an estimated net revenue impact of \$4.5M. As indicated above, the University has already begun the process of identifying cost reduction measures in order to bring the revenue and expense budgets into alignment. The University held a university-wide open forum in May to educate campus on the challenges and announce that further details regarding ways to address these challenges would be shared with campus over the course of the summer. These cost reduction actions will help us to not only mitigate the impact on reserves in the coming year but will also put us on the path towards a balanced base General Education budget in future years.

## UNIVERSITY OF IDAHO

## Budget Distribution by Activity and Expense Class

July 1, 2019 - June 30, 2020

## Appropriated Funds

	FY2019 Original Budget		FY2020 Original Budget		Changes from Prior Year	
	Amount	% of Total	Amount	% of Total	Amount	% Chge
<b>Revenue by Source</b>						
1 State General Account - ongoing	\$91,500,700	51.09%	\$94,465,700	52.38%	\$2,965,000	3.24%
2 State General Account - one time	1,226,200	0.68%	0	0.00%	(1,226,200)	-100.00%
3 State Endowments	10,498,800	5.86%	10,756,000	5.96%	257,200	2.45%
4 Millennium Fund/Economic Recovery		0.00%	0	0.00%	0	0.00%
5 Student Tuition and Fees	75,874,300	42.36%	75,139,600	41.66%	(734,700)	-0.97%
6 Total Operating Revenues	\$179,100,000	100.00%	\$180,361,300	100.00%	\$1,261,300	0.70%
<b>Expenses</b>						
<b>By Function:</b>						
7 Instruction	\$73,577,902	40.83%	\$82,003,730	42.71%	\$8,425,828	11.45%
8 Research	9,626,555	5.34%	5,030,578	2.62%	(4,595,977)	-47.74%
9 Public Service	159,688	0.09%	0	0.00%	(159,688)	-100.00%
10 Library	10,312,580	5.72%	10,017,294	5.22%	(295,286)	-2.86%
11 Student Services	10,449,956	5.80%	12,351,912	6.43%	1,901,956	18.20%
12 Student Financial Aid	575,944	0.32%	5,088,444	2.65%	4,512,500	783.50%
13 Physical Plant	24,616,597	13.66%	24,926,287	12.98%	309,690	1.26%
14 Institutional Support	34,228,360	18.99%	32,322,612	16.83%	(1,905,748)	-5.57%
15 Academic Support	12,175,818	6.76%	15,671,479	8.16%	3,495,661	28.71%
16 Auxiliaries		0.00%	111,064	0.06%	111,064	0.00%
17 Athletics	4,476,600	2.48%	4,476,600	2.33%	0	0.00%
18 Total Bdgt by Function	\$180,200,000	100.00%	\$192,000,000	100.00%	\$11,800,000	6.55%
<b>19 By Expense Class:</b>						
20 Personnel Costs:						
21 Salaries:						
22 Faculty	\$51,087,500	28.54%	\$51,158,692	26.65%	\$71,192	0.14%
23 Executive/Admin	6,875,164	3.84%	6,980,269	3.64%	105,105	1.53%
24 Managerial/Prof	26,390,724	14.75%	28,159,916	14.67%	1,769,192	6.70%
25 Classified	21,110,622	11.80%	21,294,623	11.09%	184,001	0.87%
26 Grad Assist	5,795,755	3.24%	5,795,755	3.02%	0	0.00%
27 Irregular Help	1,349,523	0.75%	1,138,935	0.59%	(210,588)	-15.60%
28 Total Salaries	\$112,609,288	62.92%	\$114,528,190	59.65%	\$1,918,902	1.70%
29 Personnel Benefits	30,383,926	16.98%	38,515,148	20.06%	8,131,222	26.76%
30 Total Pers Costs	\$142,993,214	79.90%	\$153,043,338	79.71%	\$10,050,124	7.03%
31 Operating Expense:						
32 Travel	\$844,305	0.47%	\$859,663	0.45%	15,358	1.82%
33 Utilities & Debt Service	5,835,038	3.26%	5,416,284	2.82%	(418,754)	-7.18%
34 Insurance	1,320,131	0.74%	1,330,531	0.69%	10,400	0.79%
35 Other Oper. Exp	21,428,144	11.97%	25,107,238	13.08%	3,679,094	17.17%
36 Total Oper. Exp	\$29,427,618	16.44%	\$32,713,716	17.04%	\$3,286,098	11.17%
37 Capital Outlay:						
38 Depart Equipment	\$622,440	0.35%	\$508,862	0.27%	(113,578)	-18.25%
39 Library Acquisitions	5,930,528	3.31%	5,734,084	2.99%	(196,444)	-3.31%
40 Total Cap Outlay	\$6,552,968	3.66%	\$6,242,946	3.25%	(\$310,022)	-4.73%
41 Tot Bdgt by Exp Class	\$178,973,800	100.00%	\$192,000,000	100.00%	\$13,026,200	7.28%
42 One-time 27th Payroll (GF)	\$0		\$0		\$0	
43 One-time Capital Outlay	\$0		\$0		\$0	
44 One-time Other	\$1,226,200		\$0		(\$1,226,200)	
45 Activity Total	\$180,200,000		\$192,000,000		\$11,800,000	6.55%
46 TOTAL FTE POSITIONS	1,488.08		1,481.96		(6.12)	-0.41%
47 Budget Deficit: Holdbacks	(\$1,100,000)		(\$11,638,700)			

**UNIVERSITY OF IDAHO**  
Summary of Salary Changes for FY2020 by Employee Group

Institution/Agency by Group	FY2019 Budget Book		Annual Salary Process							Midyear Changes and Position Adjustments		FY2020 Budget Book		
	FTE	Salary Base	Promotion	Salary Adjustments				FY2020		FTE	Salary Base	FTE	Salary	% Incr
				Merit	Equity/Other	Board (\$550)	Total	Salary	% Incr					
General Education (U1)														
Faculty														
Professor	149.79	\$ 16,007,317.00	\$ 79,076.92	\$ 562,906.54	\$ -	\$ 96,670.95	\$ 738,654.41	\$ 16,745,971.41	4.61%	(5.00)	\$ (204,201.41)	144.79	\$ 16,541,770.00	3.34%
Associate Professor	166.54	14,167,216.00	156,725.20	405,528.29	-	96,765.95	659,019.44	14,826,235.44	4.65%	(5.98)	(533,257.44)	160.56	14,292,978.00	0.89%
Assistant Professor	138.43	10,256,202.00	-	388,590.62	-	86,881.24	475,471.86	10,731,673.86	4.64%	14.68	1,080,588.14	153.11	11,812,262.00	15.17%
Other	109.52	10,656,765.00	12,178.00	44,922.64	-	24,623.12	81,723.76	10,738,488.76	0.77%	(16.03)	(2,226,806.76)	93.49	8,511,682.00	-20.13%
Total Faculty	564.28	\$ 51,087,500.00	\$ 247,980.12	\$ 1,401,948.09	\$ -	\$ 304,941.26	\$ 1,954,869.47	\$ 53,042,369.47	3.83%	(12.33)	\$ (1,883,677.47)	551.95	\$ 51,158,692.00	0.14%
Executive/Administrative	38.98	6,875,164.00	-	53,361.50	-	6,348.92	59,710.42	6,934,874.42	0.87%	0.29	45,394.58	39.27	6,980,269.00	1.53%
Managerial/Professional	370.29	26,390,724.00	-	659,636.29	-	204,255.06	863,891.35	27,254,615.35	3.27%	19.80	905,300.65	390.09	28,159,916.00	6.70%
Classified	514.53	21,110,622.00	-	442,698.96	-	267,096.68	709,795.64	21,820,417.64	3.36%	(13.88)	(525,794.64)	500.65	21,294,623.00	0.87%
Teaching Assistant	-	5,795,755.00	-	-	-	-	-	5,795,755.00	0.00%	-	-	-	5,795,755.00	0.00%
Irregular Help	-	1,349,523.00	-	-	-	-	-	1,349,523.00	0.00%	-	(210,588.00)	-	1,138,935.00	-15.60%
Total	1,488.08	\$ 112,609,288.00	\$ 247,980.12	\$ 2,557,644.84	\$ -	\$ 782,641.92	\$ 3,588,266.88	\$ 116,197,554.88	3.19%	(6.12)	\$ (1,669,364.88)	1,481.96	\$ 114,528,190.00	1.70%

**LEWIS-CLARK STATE COLLEGE  
FY2020 BUDGET OVERVIEW  
Appropriated Funds**

**2020 State Budget Overview**

**FY 2019 Base Operating Budget (excl. one-time) \$35,630,000**

**Adjustments to Base from State Funds**

Personnel Benefits	(\$6,200)
Risk Management / Controller's Fees	\$13,300
CEC 3% + Pay Structure Adjustments	\$376,500
Enrollment Workload Adjustment	\$87,900
Normal School Endowment Fund Adjustment	\$268,000

**NET INCREASE IN BASE STATE FUNDING \$739,500**

**Increases from Student Tuition and Fees \$323,500**

**Budget Deficit- Reserve Funds \$410,000**

**FY 2020 Base Budget \$37,103,000**

**One-time Funds \$0**

**FY 2020 Operating Budget \$37,103,000**

**FY 2020 Operating Budget Increase Over Previous Year \$1,473,000**

**FY 2020 Base Budget \$37,103,000**

<b>General Fund (47.58%)</b>	<b>\$17,651,800</b>
<b>Normal School Endowment (6.67%)</b>	<b>\$2,473,000</b>
<b>Tuition (44.65%)</b>	<b>\$16,568,200</b>
<b>Budget Deficit – Reserve Funds (1.11%)</b>	<b>\$410,000</b>

The FY2020 General Education operating budget totaling \$37,103,000 represents an increase of 4.13% over FY2019. State General Fund appropriations increased by \$471,500 in permanent funding, representing a 2.7% increase. State Endowment appropriations increased \$268,000 from the FY2019 funding level. Budgeted revenue generated by student tuition is estimated to increase by \$323,500 or 2%.

The revenue generated from these increases will be used to fund the CEC stipulated by the legislature, faculty promotions, scholarships, and partially offset funding and enrollment changes.

The following are highlights of the FY 2020 appropriation operating budget:

- The FY2020 budget has a deficit of approximately \$410,000. In order to remain sensitive to concerns regarding the cost of tuition, the institution did not request this as a tuition increase (est. additional 2%) and will utilize reserve funding. LCSC will continue to monitor this deficit while striving to maintain an affordable and high quality education. The deficit is in response to institutional obligations such as graduation, disability services, maintenance contracts, retirement obligations, and scholarships. This deficit does not reflect general inflationary adjustments such as LCSC's estimated \$144,700 that was requested as an inflationary adjustment within the FY20 budget request. Additionally, LCSC has not been provided with inflationary adjustments for operating expenses within the last decade.
- In our efforts to prioritize programs and decrease deficits, LCSC's General Education personnel structure will decrease by 1.99 in FY2020 for a total of 362.01 FTP.

The following is not reflected in the General Education budget but is included in the operational functions of the College.

- Student leadership supported a \$17 per semester increase to the facilities fee. The fee will provide funds for planning and developing a general use facility (e.g., a recreation/wellness center). When sufficient funding has been accrued, student interests and needs will be assessed to determine the specific facility to be planned and developed.
- Career-Technical Education (C.T.E.) allocation for FY2020 (\$5,027,400) includes funding for salary and benefit increases and \$109,900 for a virtual server in a CTE's Informational Technology program.

The total revenue sources outlined above (General Fund, Student Fees, Normal School Endowment, and C.T.E. allocated funding) finance LCSC's FY2020 total General Education and Career-Technical Education operating budget of \$42,130,400. The ensuing schedules speak to the General Education program only, and does not include Career-Technical Education.

# LEWIS-CLARK STATE COLLEGE

## Budget Distribution by Activity and Expense Class

July 1, 2019 - June 30, 2020

### Appropriated Funds

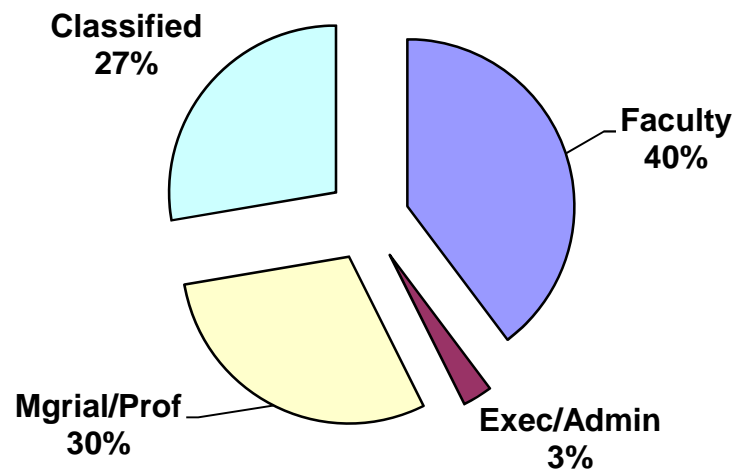
	FY2019 Original Budget		FY2020 Original Budget		Changes from Prior Year	
	Amount	% of Total	Amount	% of Total	Amount	% Chge
<b>Revenue by Source</b>						
1 State General Account - ongoing	\$17,180,300	48.21%	\$17,651,800	48.11%	\$471,500	2.74%
2 State General Account - one time	6,000	0.02%	0	0.00%	(6,000)	-100.00%
3 State Endowments	2,205,000	6.19%	2,473,000	6.74%	268,000	12.15%
4 Millennium Fund/Economic Recovery		0.00%		0.00%	0	0.00%
5 Student Tuition and Fees	16,244,700	45.59%	16,568,200	45.15%	323,500	1.99%
6 Total Operating Revenues	\$35,636,000	100.00%	\$36,693,000	100.00%	\$1,057,000	2.97%
<b>Expenses</b>						
<b>By Function:</b>						
7 Instruction	\$16,726,156	46.94%	\$17,063,951	45.99%	\$337,796	2.02%
8 Research	161,136	0.45%	92,694	0.25%	(68,442)	-42.47%
9 Public Service	349,845	0.98%	373,418	1.01%	23,573	6.74%
10 Library	1,397,577	3.92%	1,405,922	3.79%	8,345	0.60%
11 Student Services	3,998,584	11.22%	4,083,168	11.00%	84,584	2.12%
12 Student Financial Aid	540,000	1.52%	965,600	2.60%	425,600	78.81%
13 Physical Plant	3,247,559	9.11%	3,382,420	9.12%	134,861	4.15%
14 Institutional Support	5,098,989	14.31%	5,385,514	14.52%	286,525	5.62%
15 Academic Support	2,865,647	8.04%	2,976,996	8.02%	111,349	3.89%
16 Auxiliaries	11,400	0.03%	11,400	0.03%	0	0.00%
17 Athletics	1,233,108	3.46%	1,361,917	3.67%	128,809	10.45%
18 Total Bdgt by Function	\$35,630,000	100.00%	\$37,103,000	100.00%	\$1,473,000	4.13%
<b>19 By Expense Class:</b>						
20 Personnel Costs:						
21 Salaries:						
22 Faculty	\$10,179,867	28.57%	\$10,504,875	28.31%	\$325,008	3.19%
23 Executive/Admin	\$1,470,631	4.13%	\$1,401,748	3.78%	(68,883)	-4.68%
24 Managerial/Prof	\$5,319,102	14.93%	\$5,695,791	15.35%	376,689	7.08%
25 Classified	\$3,093,846	8.68%	\$3,125,369	8.42%	31,523	1.02%
26 Grad Assist		0.00%		0.00%	0	0.00%
27 Irregular Help	473,623	1.33%	467,542	1.26%	(6,081)	-1.28%
28 Total Salaries	\$20,537,069	57.64%	\$21,195,325	57.13%	\$658,256	3.21%
29 Personnel Benefits	8,501,133	23.86%	8,609,331	23.20%	108,198	1.27%
30 Total Pers Costs	\$29,038,202	81.50%	\$29,804,656	80.33%	\$766,454	2.64%
31 Operating Expense:						
32 Travel	\$0	0.00%	\$0	0.00%	0	0.00%
33 Utilities	888,000	2.49%	888,000	2.39%	0	0.00%
34 Insurance	199,300	0.56%	187,900	0.51%	(11,400)	-5.72%
35 Other Oper. Exp	5,050,498	14.17%	5,768,444	15.55%	717,946	14.22%
36 Total Oper. Exp	\$6,137,798	17.23%	\$6,844,344	18.45%	\$706,546	11.51%
37 Capital Outlay:						
38 Depart Equipment	\$91,000	0.26%	\$91,000	0.25%	0	0.00%
39 Library Acquisitions	363,000	1.02%	363,000	0.98%	0	0.00%
40 Total Cap Outlay	\$454,000	1.27%	\$454,000	1.22%	\$0	0.00%
41 Tot Bdgt by Exp Class	\$35,630,000	100.00%	\$37,103,000	100.00%	\$1,473,000	4.13%
42 One-time 27th Payroll (GF)	\$0		\$0		0	
43 One-time Capital Outlay	\$6,000		\$0		(6,000)	
44 One-time Other	\$0		\$0		0	
45 Activity Total	\$35,636,000		\$37,103,000		\$1,467,000	4.12%
46 TOTAL FTE POSITIONS	364.00		362.01		(1.99)	-0.55%
47 Budget Deficit - reserve funds	\$0		\$410,000			



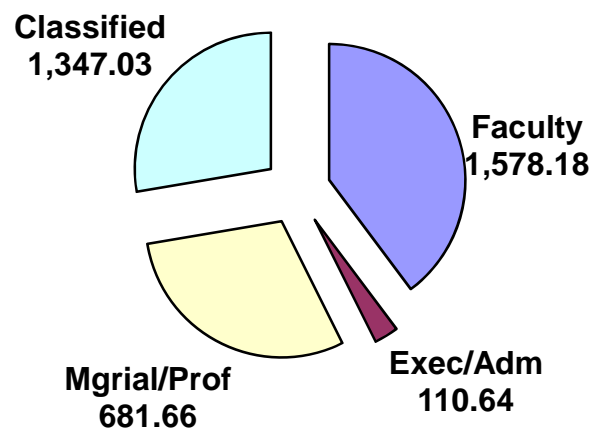
**LEWIS-CLARK STATE COLLEGE**  
**Summary of Salary Changes for FY2020 by Employee Group**

Institution/Agency by Group	Existing Positions								Position Adjustments		Total	
	FY2019		Promotion	Salary Adjustments			FY2020 Salary	% Incr	FTE	Salary Base	FY2020	
	FTE	Salary Base		Merit (CEC)	Equity	Total					FTE	Salary Base
<b>General Education</b>												
Faculty												
Professor	37.00	2,662,838	47,500	72,640	60,525	180,665	2,843,503	6.78	1.00	27,333	38.00	2,870,836
Associate Professor	40.00	2,512,105	66,000	70,642	463	137,105	2,649,210	5.46	6.00	299,004	46.00	2,948,214
Assistant Professor	46.50	2,469,029	0	40,172	0	40,172	2,509,201	1.63	(5.00)	(274,373)	41.50	2,234,828
Instr/Lect	27.65	1,348,895	0	25,338	0	25,338	1,374,233	1.88	(1.99)	(122,642)	25.66	1,251,591
Part-Time Instructor	0.00	1,187,000	0	0	0	0	1,187,000	0.00	0.00	12,406	0.00	1,199,406
Total Faculty	151.15	10,179,867	113,500	208,792	60,988	383,280	10,563,147	3.77	0.01	(58,272)	151.16	10,504,875
Executive/Administrative	13.58	1,470,631	0	32,600	5,808	38,408	1,509,039	2.61	(1.00)	(107,291)	12.58	1,401,748
Managerial/Professional	100.84	5,319,102	0	144,796	27,393	172,189	5,491,291	3.24	4.32	204,500	105.16	5,695,791
Classified	98.43	3,093,846	0	92,488	13,640	106,128	3,199,974	3.43	(5.32)	(74,605)	93.11	3,125,369
Irregular Help	0.00	473,623	0	0	0	0	473,623	0.00	0.00	(6,081)	0.00	467,542
Total	364.00	20,537,069	113,500	478,676	107,829	700,005	21,237,074	3.41	(1.99)	(41,749)	362.01	21,195,325

**College & Universities  
FY20 Budgeted Positions by Type - % of Total**



**College & Universities  
FY20 Budgeted Positions by Type - FTP**



**COLLEGE & UNIVERSITIES**  
**Operating Budget Personnel Costs Summary**  
**July 1, 2019 - June 30, 2020**

		FY2019 Original Budget				FY2020 Original Budget			
Classification		FTE	Salaries	Benefits	Total	FTE	Salaries	Benefits	Total
BOISE STATE UNIVERSITY									
1	Faculty	702.19	\$61,313,853	\$21,007,371	\$82,321,224	734.17	\$65,180,155	\$21,727,146	\$86,907,301
2	Executive/Administrative	48.00	8,277,752	\$2,290,906	10,568,658	51.10	8,837,502	\$2,445,917	11,283,419
3	Managerial/Professional	567.44	36,324,737	\$14,209,811	50,534,548	647.48	42,214,757	\$16,465,980	58,680,737
4	Classified	345.26	11,607,816	\$5,985,961	17,593,777	349.92	12,419,327	\$7,010,958	19,430,285
5	Irregular Help		6,129,777	\$551,680	6,681,457		883,115	\$79,480	962,595
6	Graduate Assistants		5,545,101	221,804	5,766,905		5,520,459	220,818	5,741,277
7	TOTAL	1,662.89	\$129,199,036	\$44,267,533	\$173,466,569	1,782.67	\$135,055,315	\$47,950,299	\$183,005,614
8	Number of New Positions					119.78			
9									
10									
IDAHO STATE UNIVERSITY									
12	Faculty	499.40	\$39,605,638	\$ 13,974,811	\$53,580,449	499.94	\$39,898,371	\$ 13,929,199	\$53,827,570
13	Executive/Administrative	33.42	5,611,414	1,549,391	7,160,805	36.54	5,761,040	1,665,838	7,426,878
14	Managerial/Professional	297.48	19,373,467	7,532,696	26,906,163	303.97	19,602,510	7,641,659	27,244,169
15	Classified	405.09	13,059,343	7,746,769	20,806,112	404.71	13,226,288	7,789,258	21,015,546
16	Irregular Help		4,118,100	356,968	4,475,068		4,144,413	353,379	4,497,792
17	Graduate Assistants		2,601,810	13,144	2,614,954		2,601,810	11,966	2,613,776
18	TOTAL	1,235.39	\$84,369,772	\$31,173,780	\$115,543,552	1,245.16	\$85,234,432	\$31,391,299	\$116,625,731
19	Number of New Positions					9.77			
20									
21									
UNIVERSITY OF IDAHO									
23	Faculty	564.28	\$51,087,500	\$13,538,187	\$64,625,687	551.95	\$51,158,692	\$15,808,036	\$66,966,728
24	Executive/Administrative	38.98	6,875,164	1,978,875	8,854,039	39.27	6,980,269	2,379,607	9,359,876
25	Managerial/Professional	370.29	26,390,724	7,509,130	33,899,854	390.09	28,159,916	11,404,766	39,564,682
26	Classified	514.53	21,110,622	6,987,616	28,098,238	500.65	21,294,623	8,624,319	29,918,942
27	Irregular Help		1,349,523	149,879	1,499,402		1,138,935	101,364	1,240,299
28	Graduate Assistants		5,795,755	220,239	6,015,994		5,795,755	197,056	5,992,811
29	TOTAL	1,488.08	\$112,609,288	\$30,383,926	\$142,993,214	1,481.96	\$114,528,190	\$38,515,148	\$153,043,338
30	Number of New Positions					(6.12)			
31									
32									
LEWIS CLARK STATE COLLEGE									
34	Faculty	151.15	\$10,179,867	\$3,758,851	\$13,938,718	151.16	\$10,504,875	\$3,857,415	\$14,362,290
35	Executive/Administrative	13.58	1,470,631	465,716	1,936,347	12.58	1,401,748	\$438,121	1,839,869
36	Managerial/Professional	100.84	5,319,102	2,397,979	7,717,081	105.16	5,695,791	\$2,484,743	8,180,534
37	Classified	98.43	3,093,846	1,837,382	4,931,228	93.11	3,125,369	\$1,788,890	4,914,259
38	Irregular Help		473,623	41,205	514,828		467,542	\$40,162	507,704
39	Graduate Assistants		0		0		0		0
40	TOTAL	364.00	\$20,537,069	\$8,501,133	\$29,038,202	362.01	\$21,195,325	\$8,609,331	\$29,804,656
41	Number of New Positions					(1.99)			
42									
43									
TOTAL COLLEGE & UNIVERSITIES									
45	Faculty	1,917.02	\$162,186,858	\$52,279,220	\$214,466,078	1,937.22	\$166,742,093	\$55,321,796	\$222,063,889
46	Exec/Admin	133.98	22,234,961	6,284,888	28,519,849	139.49	22,980,559	6,929,483	29,910,042
47	Mgrial/Prof	1,336.05	87,408,030	31,649,616	119,057,646	1,446.70	95,672,974	37,997,148	133,670,122
48	Classified	1,363.31	48,871,627	22,557,728	71,429,355	1,348.39	50,065,607	25,213,425	75,279,032
49	Irregular Help	0.00	12,071,023	1,099,732	13,170,755	0.00	6,634,005	574,385	7,208,390
50	Graduate Assistants	0.00	13,942,666	455,187	14,397,853	0.00	13,918,024	429,840	14,347,864
51	TOTAL	4,750.36	\$346,715,165	\$114,326,372	\$461,041,537	4,871.80	\$356,013,262	\$126,466,077	\$482,479,339
52	Number of New Positions					121.44			

# **Idaho Division of Career Technical Education**

## **Postsecondary Career Technical Education**

### **Appropriated Funds - FY 2020**

Funds are appropriated to Idaho Division of Career Technical Education (ICTE) for career technical education programs and services. The State Board of Education approved the allocation of the appropriation for postsecondary career technical education at its April 17-18, 2019 meeting. ICTE requests approval of the fiscal year 2020 operating budget for Postsecondary Career Technical Education.

The allocation and reallocation of funds for the fiscal year 2020 postsecondary operating budget is based on the strategic plan for career technical education in Idaho as well as Board and legislative intent.

The fiscal year 2020 postsecondary budget reflects an overall increase in the budget of \$1,529,300 or 3.3%. The increase includes \$1,278,500 ongoing and \$250,800 one-time funds to support nuclear energy/advanced reactor training, \$1,019,900 for a 3% CEC, and \$129,000 for benefit costs.

# Postsecondary Career Technical Education

## Operating Budget - FY 2020

### by Activity and Object

	FY 2020	%	FY 2019	%	Inc/(Dcr) \$	Inc/(Dcr) %
BY ACTIVITY						
Instruction	47,057,300	98.4%	45,482,700	98.2%	1,574,600	3.5%
Plant Maint & Op	0	0.0%	296,100	0.6%	(296,100)	(100.0%)
Capital Outlay (CO)	784,600	1.6%	533,800	1.2%	250,800	47.0%
Total by Activity	47,841,900	100.0%	46,312,600	100.0%	1,529,300	3.3%
BY OBJECT						
Personnel Costs (PC)	43,299,700	90.5%	41,444,700	89.5%	1,855,000	4.5%
Operating Expenditures (OE)	3,517,100	7.4%	4,093,600	8.8%	(576,500)	(14.1%)
Capital Outlay (CO)	784,600	1.6%	533,800	1.2%	250,800	47.0%
Trustee/Benefit (T/B)	240,500	0.5%	240,500	0.5%	0	0.0%
Total by Object	47,841,900	100.0%	46,312,600	100.0%	1,529,300	3.3%
TOTAL BUDGET						
Total Ongoing	47,057,300	98.4%	45,778,800	98.8%	1,278,500	2.8%
Total One-Time	784,600	1.6%	533,800	1.2%	250,800	47.0%
Total Budget	47,841,900	100.0%	46,312,600	100.0%	1,529,300	3.3%

### Personnel Costs Detail

27	<b>FY 2020</b>	<b>FTP</b>	<b>%</b>	<b>Salaries</b>	<b>%</b>	<b>Benefits</b>	<b>%</b>
28	Faculty	306.190	56.9%	17,431,000	56.5%	7,148,700	57.4%
29	Executive/Administrative	9.860	1.8%	1,059,700	3.4%	354,100	2.8%
30	Managerial/Professional	98.530	18.3%	6,143,600	19.9%	2,461,100	19.7%
31	Classified	123.550	23.0%	4,682,800	15.2%	2,299,400	18.4%
32	Irregular Help			1,519,500	4.9%	199,800	1.6%
33	Total Personnel	538.130	100.0%	30,836,600	100.0%	12,463,100	100.0%
34	Over/(Under) FY 2019	0.2%		5.2%		2.7%	
35							
36	<b>Prior FY 2019</b>	<b>FTP</b>	<b>%</b>	<b>Salaries</b>	<b>%</b>	<b>Benefits</b>	<b>%</b>
37	Faculty	336.400	62.6%	18,689,600	63.8%	7,710,500	63.5%
38	Executive/Administrative	10.125	1.9%	1,031,200	3.5%	339,100	2.8%
39	Managerial/Professional	55.589	10.3%	3,461,200	11.8%	1,388,800	11.4%
40	Classified	135.022	25.1%	4,935,900	16.8%	2,535,100	20.9%
41	Irregular Help			1,192,700	4.1%	160,600	1.3%
42	Total Personnel	537.136	100.0%	29,310,600	100.0%	12,134,100	100.0%

**University of Idaho**  
**FY2020 Budget Overview**  
**Agricultural Research and Extension Service**

In FY2020 the Agricultural Research and Extension Service (ARES) Appropriation received \$140,000 in one-time capital outlay to fund replacement items at various research stations.

The FY2020 budget included an additional \$733,600 for Changes in Employee Compensation.

The following items were requested and appropriated for FY2020 to support Agricultural Research and Extension Service at the University of Idaho:

- Funding for a 1FTP and \$118,300 for an additional 4-H extension educator to increase engagement with youth and community 4-H leaders in the development of STEM knowledge and skills, postsecondary education opportunities, and career awareness.
- Funding for a 2FTP and \$217,600 to staff the Rinker Rock Creek Ranch and expand research opportunities related to rangeland utilization.
- Funding for a 0.57FTP and \$122,600 for occupancy costs for the completed projects including: the Sandpoint research and extension complex occupied in August of 2018; Aberdeen Research Support Facility occupied in November of 2018; and the classroom and office facility at the Nancy M Cummings Ranch to be occupied in October, 2019.

With the support of the ARES appropriation, the University of Idaho's College of Agricultural and Life Sciences will continue to serve the needs of the citizens and stakeholders of Idaho.

**UNIVERSITY OF IDAHO**  
**AVAILABILITY AND ALLOCATION OF FUNDS FOR FY2020**  
**AGRICULTURAL RESEARCH AND EXTENSION SYSTEM**

<b>1</b>	<b>FUNDS AVAILABLE</b>	<b>FTE</b>	<b>AMOUNT</b>
<b>2</b>			
<b>3</b>	FY2019 Operating Budget Base	299.36	\$ 31,331,100
<b>4</b>	Adjustments: Reappropriation		-
<b>5</b>	Adjustments: Appropriation Adjustment		-
<b>6</b>	Adjustments: Remove One-Time		(151,900)
<b>7</b>			
<b>8</b>			-
<b>9</b>	Adjustments: FTP Additions	4.06	-
<b>10</b>	Adjustments: FTP Adjustment	-	
<b>11</b>	FY2019 Adjusted Budget Base	303.42	\$ 31,179,200
<b>12</b>			
<b>13</b>	Additional Funding for FY2019		
<b>14</b>			\$ -
<b>15</b>			-
<b>16</b>	Total Funding Reduction	-	\$ (151,900)
<b>17</b>	Total Funds Available for FY2019	303.42	\$ 31,179,200
<b>18</b>			
<b>19</b>			
<b>20</b>			
<b>21</b>	<b>ALLOCATION OF FUNDS</b>		
<b>22</b>			
<b>23</b>	FY2020 Adjusted Budget Base	303.42	\$ 31,179,200
<b>24</b>			
<b>25</b>	MCO Increases/Decreases to Budget Base		
<b>26</b>	Replacement items		\$ 140,000
<b>27</b>	Inflationary Adjustments		\$ -
<b>28</b>	Benefit Costs		19,400
<b>29</b>	Change in Employee Compensation		733,600
<b>30</b>			
<b>31</b>	Total MCO Increases/Decreases	-	\$ 893,000
<b>32</b>			
<b>33</b>	Enhancements to Budget Base		
<b>34</b>	4-H Stem Education	1.00	\$ 118,300
<b>35</b>	Rock Creek Cattle Research	2.00	\$ 217,600
<b>36</b>	Occupancy Costs	0.57	\$ 122,600
<b>37</b>	Total Enhancements	3.57	\$ 458,500
<b>38</b>			
<b>39</b>	Total Increases	3.57	\$ 1,351,500
<b>40</b>			
<b>41</b>	FY2020 Operating Budget	306.99	\$ 32,530,700

## AGRICULTURAL RESEARCH &amp; EXTENSION SERVICE

## Operating Budget Personnel Costs Summary

July 1, 2019 - June 30, 2020

Classification	FY2019 Operating Budget				FY2020 Operating Budget			
	FTE	Salaries	Benefits	Total	FTE	Salaries	Benefits	Total
Faculty	163.80	\$13,167,629	\$3,514,414	\$16,682,043	166.56	\$13,301,871	\$3,730,744	\$17,032,615
Executive/Administrative	2.25	422,963	\$0	422,963	2.13	404,288	\$116,701	520,989
Managerial/Professional	36.09	2,516,999	\$833,127	3,350,126	40.94	2,793,657	\$941,813	3,735,470
Classified	97.22	4,139,100	\$1,370,043	5,509,143	97.36	4,277,356	\$1,502,185	5,779,541
Irregular Help		490,441	42,668	533,109		402,000	35,778	437,778
Graduate Assistants		401,942	15,274	417,216		401,942	13,666	415,608
TOTAL	299.36	\$21,139,074	\$5,775,526	\$26,914,600	306.99	\$21,581,113	\$6,340,887	\$27,922,000



## HEALTH EDUCATION PROGRAMS

## FY 2020 Operating Budget

	FY 2019 BUDGET	FY 2020 BUDGET	PERCENT of CHANGE
<b>By Program:</b>			
WIMU Veterinary Education	2,116,500	2,159,900	2.05%
WWAMI Medical Education	6,399,500	6,834,000	6.79%
Idaho Dental Education Program	1,828,400	1,899,600	3.89%
University of Utah Medical Education	1,694,900	2,049,800	20.94%
Family Medicine Residencies	5,000,900	5,799,600	15.97%
Boise Internal Medicine Residency	617,500	845,000	36.84%
Psychiatry Residency	397,800	397,800	0.00%
Eastern Idaho Medical Residencies	455,000	1,005,000	120.88%
Bingham Internal Medicine	525,000	635,000	20.95%
<b>Total Programs</b>	<b>19,035,500</b>	<b>21,625,700</b>	13.61%
<b>By Fund Source:</b>			
General Fund	18,714,500	21,296,700	13.80%
Student Fee Revenue	321,000	329,000	2.49%
<b>Total Funds</b>	<b>19,035,500</b>	<b>21,625,700</b>	13.61%
<b>By Expenditure Classification:</b>			
Personnel Costs	3,879,000	4,627,100	19.29%
Operating Expenditures	2,219,200	2,251,700	1.46%
Capital Outlay	93,000	12,500	-86.56%
Trustee & Benefits	12,844,300	14,734,400	14.72%
Lump Sum	0	0	0.00%
<b>Total Expenditures</b>	<b>19,035,500</b>	<b>21,625,700</b>	13.61%
<b>Full Time Position</b>	<b>30.15</b>	<b>36.65</b>	21.56%

**Budget Overview**

The FY 2020 budget for Health Education Programs reflects a 13.61% increase including contract inflation totaling \$411.6k, 3% ongoing CEC of \$111.1k, and benefit cost decrease of \$1.5k. WWAMI received \$215k one-time for Project ECHO Idaho. University of Utah program received \$90.8k for two additional Idaho seats in the fourth year classes of FY20 or 10 students per year, for a total of 40 Idaho seats; \$22.7k for a student returning from a leave of absence; and \$180k for psychiatry resident expansion. Family Medicine Residency received \$450k for resident support and \$300k for Rural Training Track. Boise Internal Medicine received \$227.5k to increase state support for residents. Eastern Idaho Medical Residencies received \$550k for resident support and expansion. Bingham Internal Medicine received \$110k for resident support and expansion.

**SPECIAL PROGRAMS**  
**FY 2020 Operating Budget**

	<b>FY 2019 BUDGET</b>	<b>FY 2020 BUDGET</b>	<b>PERCENT of CHANGE</b>
<b>By Program:</b>			
Forest Utilization Research	1,281,100	1,435,500	12.05%
Geological Survey	1,085,100	1,123,500	3.54%
Scholarships and Grants:			
Idaho Promise Scholarship - A			0.00%
Atwell Parry Work Study Program	1,186,000	1,186,000	0.00%
Teachers/Nurses Loan Forgiveness	0	0	0.00%
Armed Forces/Public Safety Officers	200,000	200,000	0.00%
Scholarships Program Manager	67,000	68,500	2.24%
Opportunity Scholarship	13,777,300	20,777,300	50.81%
Postsecondary Credit Scholarship	1,000,000	1,000,000	0.00%
GEARUP Scholarship	3,124,600	4,525,000	44.82%
Total Scholarships and Grants	19,354,900	27,756,800	43.41%
Museum of Natural History	616,200	656,500	6.54%
Small Business Development Centers	673,000	686,700	2.04%
TechHelp	356,500	366,000	2.66%
<b>Total Programs</b>	<b>23,366,800</b>	<b>32,025,000</b>	<b>37.05%</b>
<b>By Fund Source:</b>			
General Fund	19,242,200	19,500,000	1.34%
Miscellaneous Funds	1,000,000	8,000,000	700.00%
Federal Funds	3,124,600	4,525,000	44.82%
<b>Total Funds</b>	<b>23,366,800</b>	<b>32,025,000</b>	<b>37.05%</b>
<b>By Expenditure Classification:</b>			
Personnel Costs	3,862,300	4,057,300	5.05%
Operating Expenditures	232,900	264,900	13.74%
Capital Outlay	3,700	34,900	843.24%
Trustee/Benefit or Lump Sum Payments	19,267,900	27,667,900	43.60%
<b>Total Expenditures</b>	<b>23,366,800</b>	<b>32,025,000</b>	<b>37.05%</b>
<b>Full Time Position</b>	<b>45.59</b>	<b>46.59</b>	<b>2.19%</b>

**Budget Overview**

The FY 2020 budget for Special Programs reflects a 37.05% increase including a 3% CEC. Forest Utilization Research received \$123.6k ongoing for the Mica Creek Watershed Project. Scholarships and Grants received an ongoing increase in federal spending authority for the GEARUP scholarship program and a one-time spending authority of \$7M from the Opportunity Scholarship fund.

## FY2020 ALTERATION AND REPAIR PROJECT REQUESTS

## AGENCY / INSTITUTION

DPW  
RECOMMENDEDAGENCY  
REQUESTS

## PRIORITY

## EDUCATION, STATE BOARD OF

OFFICE OF STATE BOARD OF EDUCATION  
Facilities Survey

		350,000	1
TOTAL	0	350,000	

## BOISE STATE UNIVERSITY

Roof Replacement, Engineering	250,000	250,000	1
Roof Replacement, MEC	250,000	250,000	2
Roof Replacement, HML	200,000	200,000	3
Renovations/Conversions Lab Space	600,000	600,000	4
Safety Improvements to Infrastructure, Academic & Research	250,000	250,000	5
Roadway Maintenance & Repair, Campus Wide	250,000	250,000	6
Study, High Voltage Loop Replacement	50,000	50,000	7
Repair/Upgrade Elevators, Multiple Buildings	500,000	500,000	8
Roof Replacement, Liberal Arts	200,000	200,000	9
Restroom Upgrades, Education Building (revised 10-1-18)	350,000	350,000	10
Replace Refrigerant Systems, Multiple Buildings	700,000	700,000	11
<b>BOISE STATE UNIVERSITY CONTINUED</b>			
Replace Siding, Yanke Family Research Park	500,000	500,000	12
Security System Integration, Phase 2, Campus Wide	500,000	500,000	13
Fiber Optic Cable Loop, Phase 2	240,000	240,000	14
Renew Ceiling Tiles, Multiple Buildings		250,000	15
Flooring, Abatement & Replacement, Multiple Buildings	495,000	495,000	16
Replace OIT Generator, MEC	64,000	64,000	17
Environmental Safety Alarm Pull Stations, ERB	250,000	250,000	18
Recommissioning HVAC, Science Building		75,000	19
Facility Condition Assessment and Management		300,000	20
Renovations/1st Floor, Albertsons Library		250,000	21
Repair Concrete and Masonry, Campus Wide		360,000	22
Rooftop Access & Fall Protection Upgrades, Multiple Buildings		250,000	23
Renovations/1st Floor, Grant Avenue Annex 1		150,000	24
Genset Backup, Science		300,000	25
Replace Electrical Switch Gear, SPEC		100,000	26
Fume Control/Paint Booth, HML		50,000	27
Master Plan Study, Infrastructure Assessment, Phase 1		80,000	28
Upgrade Laboratory Deionized Water Distribution System, Science Building		895,000	29
Renovation for CID, Phase 2, Albertsons Library		300,000	30
Renovate Vacated Space, Hemingway		1,500,000	31
HVAC Validation, Science Building		75,000	32
Concrete Sealant and Asphalt Overlays, University Parking Facilities		200,000	33
Exterior Wayfinding Signage, Phase 1, Campus Wide		500,000	34
Replace HVAC Controls, Multiple Buildings, SPEC, Morrison Center		800,000	35
Replace Main Air Handler, Liberal Arts		275,000	36
Upgrade Plumbing System, Bronco Gym		140,000	37
Emergency Power System Upgrades, Campus Wide		150,000	38
Replace Boiler, Yanke Family Research Park		400,000	39
Irrigation Main Line Distribution & Point of Use Controls, Campus Wide		290,000	40
Window Film, SMASH		30,000	41
Replace Storefront, Campus Wide		150,000	42
EIFS Repair, MEC		197,000	43
Upgrade Electrical Power Service Entrance, Administration Building		198,000	44
Upgrade HVAC, Yanke Family Research Park		850,000	45
Replace Door, Campus School		75,000	46
Mass Notification, Campus Wide		230,000	47
Pedestrian Safety, Cesar Chavez		300,000	48
Replacements/Additions, Emergency Phones, Phase 3, Campus Wide		130,000	49
Pedestrian /Bicycle Circulation MP & Safety Improvements, Campus Wide		300,000	50
Update Master Key Project, Phase 3		230,000	51
Replace Parking Lot, Chrisway Annex Lot		380,000	52
Remove Smokestack, Heat Plant		100,000	53
Elevator Shaft Damper Study/Install, Campus Wide		250,000	54
Replace Pool Dehumidification & Ventilation System, Kinesiology Annex		800,000	55
Emergency Notification System, Multiple Buildings		105,000	56
Complete South Campus Power Loop		350,000	57
Steam Tunnel Lid Renovations, Campus Wide		100,000	58
Stucco, Child Care Center		150,000	59
Single Mode Fiber Termination, OIT, Taco Bell Arena		5,000	60
Network Connect Emergency Generators, Campus Wide		100,000	61
Furr Out/Insulate Walls & Windows, Math		350,000	62
Emergency Generator, Heat Plant		150,000	63
Furr Out/Insulate Walls, Administration		200,000	64
Electronic Access Project, Phase 3		295,000	65
Renovations for Teaching & Research Space, COAS, COEN, COE, COSSPA		455,000	66
Electrical Expansion, Albertsons Library		300,000	67
Renovate Academic & Career Services		100,000	68
Flooring Repairs/Remodel, Computer Classroom 103, MEC		250,000	69
Infrastructure Upgrade, Taco Bell Arena		700,000	70

Remodel Engineering, Rooms 103 & 110	1,750,000	71
Vivarium Buildout	900,000	72
<i>BOISE STATE UNIVERSITY CONTINUED</i>		
Replace Building Entrance Stairs and Ramps, Multiple Buildings	50,000	73
Research Facility Human Environment Systems, Location TBD (Computational Lab)	350,000	74
Replace Lab Casework, Science Building	631,000	75
Replace HVAC Controls, Multiple Buildings	250,000	76
Exterior Repairs, Multiple Buildings	180,000	77
Replace Windows & Aluminum Frames, Albertsons Library	850,000	78
Windows & Doors, Albertsons Library	30,000	79
Install 4-pipe Heating/Cooling Systems, Liberal Arts	600,000	80
HVAC Upgrade, Campus School	150,000	81
Upgrade IML Facilities Vacuum, Engineering	150,000	82
Lobby Entry Finishes/Ceiling, Science Education	150,000	83
Upgrades, Entry and Corridor, Science	150,000	84
Exterior Repairs, Morrison Center	80,000	85
Lobby Entry Finishes/Ceiling, Morrison Center	100,000	86
Modification of Space for 'Scale Up' Classroom	150,000	87
Upgrade Student Study Areas, Engineering	150,000	88
Conversation Labs, Location Unknown	150,000	89
Terrace, Second Floor Library S, Albertsons Library	75,000	90
Improvements/Landscaping and Parking, South Campus	150,000	91
Renovate Vacated Space, Yanke	200,000	92
Remodel Entry, SMASH	250,000	93
Upgrade Process Chilled Water, MEC	170,000	94
Multiple Projects, Special Events Center	148,000	95
Renovate for Library Acoustics, Albertsons Library	100,000	96
Remodel Pod 8, Yanke	250,000	97
Office Suite Renovation, 210/215, Albertsons Library	75,000	98
Space Consolidation/Renovation, Albertsons Library	780,000	99
Upgrades/Bicycle End-Trips, Campus Wide	145,000	100
Site/Irrigation Improvements, Yanke	573,000	101
Window Assessment & Replacement, Science & Education	520,000	102
Upgrade Computer Room Ceiling, Unit 305, MEC	75,000	103
<b>SUBTOTAL</b>	<b>5,649,000</b>	<b>31,501,000</b>
 <i>IDAHO STATE UNIVERSITY Revised 9-13-2018</i>		
Steam Plant Condition Assessment and Master Plan, Heat Plant	99,906	99,906 1
Roof Replacement, Business Administration	369,600	369,600 2
Roof Replacement, Heat Plant	157,682	157,682 3
Roof Replacement, Albion Hall	617,115	617,115 4
Upgrade HVAC, Phase 2, Reed Gymnasium	1,109,737	1,109,737 5
Clinic Expansion, Meridian	930,000	930,000 6
Envelope Repairs, CAES	299,081	299,081 7
Replace Ceilings/Add HVAC Returns, Phase 2, Tingey Administration Building	196,750	196,750 8
Replace Carpet, Third Floor, Oboler Library	353,082	353,082 9
ADA Access, Memorial Drive to Gale Life Science Courtyard	45,000	45,000 10
Remodel COT for Cosmetology Expansion	929,280	929,280 11
New Office and Conference Room Space, Maintenance/Welding Shops	301,000	301,000 12
Addition/Alteration Facilities Shop, Meridian		830,700 13
Remodel Restrooms for ADA Compliance, Speech Pathology Audiology		42,600 14
<b>SUBTOTAL</b>	<b>5,408,233</b>	<b>6,281,533</b>
 <i>IDAHO STATE UNIVERSITY -- UNIVERSITY PLACE</i>		
Roof Replacement, Tingey Administration Building	736,615	736,615
<b>SUBTOTAL</b>	<b>736,615</b>	<b>736,615</b>
 <i>UNIVERSITY OF IDAHO</i>		
HVAC, Phase 1, Agricultural Sciences	999,100	999,100 1
Acoustic Mitigation & Isolation, Phase 2, LHSOM	900,000	900,000 2
Acoustic Mitigation & Isolation, Phase 2, Ridenbaugh	900,000	900,000 3
Roof Replacement, Holm Research Center	281,400	281,400 4
<i>UNIVERSITY OF IDAHO CONTINUED</i>		
Roof, McClure Hall	394,000	394,000 5
Roof Replacement, Library	741,600	741,600 6
Buchanan Engineering Library, Life Safety, Phase 3	515,000	515,000 7
Repairs/Renovations, Research, Archive and Collections Building	650,000	650,000 8
Repairs/Repaving, Idaho Avenue Extension		1,004,800 9
Replace AC Mains, Domestic Water System, Phase 1		796,900 10
Roof Replacement, Menard Law Building		548,100 11
Exterior Masonry Repairs, Administration Building		850,000 12
Recoat I-Tank Exterior, Domestic Water System		190,000 13
HVAC Upgrade, Janssen Engineering Building, Phase 4		700,900 14
Repairs, Campus Drive, Phase 2		669,500 15
Reconfigure/Rebuild, Nez Perce Drive		875,200 16
HVAC Upgrade, Life Sciences South, Phase 3		1,298,300 17
HVAC, Gibb Hall, Phase 2		1,296,200 18
Steam Plant Emergency Generator		1,103,400 19
Replace AC Mains, Domestic Water System, Phase 2		621,800 20
HVAC, LHSOM, Phase 1		850,000 21
Replace Paradise Creek Undercrossing, Perimeter Drive		1,011,500 22
HVAC, Administration Building, Phase 2		1,299,300 23
Replace AC Mains, Domestic Water System, Phase 3		566,500 24
HVAC, Gibb Hall, Phase 3		1,299,300 25
<b>SUBTOTAL</b>	<b>5,381,100</b>	<b>20,362,800</b>

LEWIS-CLARK STATE COLLEGE			
Repairs, Reid Centennial Hall Tower	75,000	75,000	1
HVAC, Administration Building	200,000	200,000	2
Repair Sidewalks, Campus Wide	80,000	80,000	3
Repave 11th Street Parking Lot	150,000	150,000	4
Ventilation, Activity Center, West Auxiliary Gym	120,000	120,000	5
SUBTOTAL	625,000	625,000	
NORTH IDAHO COLLEGE			
Resurface Parking Lots	325,000	325,000	1
Repair Campus Sidewalks	150,000	150,000	2
Replace Elevator, Kildow Hall	100,000	100,000	3
Steam Plant Elimination, Phase 1	953,109	953,109	4
Steam Plant Elimination, Phase 2		265,201	5
SUBTOTAL	1,528,109	1,793,310	
COLLEGE OF EASTERN IDAHO			
Roof Replacement, Robertson Building	1,116,300	1,116,300	1
Roof Replacement, Christopherson Building		1,035,300	2
Chip Seal Roads and Parking Lots		235,300	3
Parking Lot, West of Building 6		446,800	4
Parking Lot, North of Building 5		446,800	5
SUBTOTAL	1,116,300	3,280,500	
COLLEGE OF SOUTHERN IDAHO			
Roof, Desert/Canyon Building	50,000	50,000	1
Replace Irrigation Control System	191,000	191,000	2
Replace Walk-In Freezers, Desert Kitchen	150,000	150,000	3
Roof Deck, Chilling Plant	65,000	65,000	4
Refurbish Restrooms, Mini-Cassia	220,000	220,000	5
Window Replacements, Rick Allen Room	56,000	56,000	6
Install Security Cameras, Phase 1	90,000	90,000	7
Entry Access Controls, Phase 2	180,000	180,000	8
Elevator Replacement, Taylor Building	148,000	148,000	9
VAV Box Upgrade, Canyon Building		200,000	10
SUBTOTAL	1,150,000	1,350,000	
<i>SBOE CONTINUED</i>			
COLLEGE OF WESTERN IDAHO			
Roof Replacement, Canyon County Center	500,000	500,000	1
Makeup Air/Exhaust Fan, Canyon County Center		390,000	2
Replace Controls, HVAC, Nampa Campus Academic Building		370,000	3
Exterior Lighting, Nampa Campus Academic Building		175,000	4
Upgrade Classroom, Nampa Campus Academic Building		100,000	5
Upgrades HVAC, Micron Education Center		50,000	6
SUBTOTAL	500,000	1,585,000	
IDAHO EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND			
Renovation/Cottages 3,4,& 5, Phase 2	525,000	525,000	1
Resurface East Parking Lot		230,000	2
Renovation, Main Building Classroom		600,000	3
	525,000	1,355,000	
TOTAL SBE:	22,619,357	69,220,758	

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 20, 2019**

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**AGENCIES AND INSTITUTIONS OF THE STATE BOARD**

**SUBJECT**

FY 2021 Line Item Budget Requests

**REFERENCE**

April 2019

Board approved guidance to the 4-year institutions regarding submission of line item requests

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.B.1.  
Title 67, Chapter 35, Idaho Code

**BACKGROUND/ DISCUSSION**

As discussed at its April 2019 meeting, the State Board of Education (Board) directed the college and universities to limit Fiscal Year 2021 budget line items requests to those that will measurably support implementation of student success strategies approved by the Board. 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 FY2020 total General Fund appropriation. Requests for occupancy costs for eligible space and faculty promotions will not count towards the two line item limit or the 5% cap.

Subsequently, the Board will approve the final budget request at the August 2019 meeting. Following Board approval in August, the budget requests will be submitted to the Legislative Services Office (LSO) and Division of Financial Management (DFM) by September 3, 2019.

The line items represent the unique needs of the institutions and agencies and statewide needs. Following review, the Board may prioritize the line items for the institutions. The line items are summarized separately, one summary for the college and universities and one for the community colleges and agencies. The detail information for each line item request is included on the page referenced on the summary report.

**IMPACT**

Once the Board has provided guidance on priority, category, dollar limit, etc., Board staff will work with the Business Affairs and Human Resources (BAHR) Committee, DFM and the agencies/institutions to prepare line items to be approved at the August Board meeting.

**ATTACHMENTS**

Attachment 1 - Line Items Summary  
Attachment 2 - Occupancy Costs  
Attachment 3 - 42: Individual Line Items

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 20, 2019**

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**STAFF COMMENTS AND RECOMMENDATIONS**

Staff asked the institutions to provide as much detail as possible for their line item requests to be submitted for the June Board meeting.

In the past few years, best practices were further enhanced in terms of information needed in order for DFM and LSO analysts to conduct their own analysis in support of policymakers:

- Write-ups need a strong problem statement supported with data and strong solution statement supported with outcome data.
- Where applicable, include projected Return on Investments (ROIs) for new programs or program expansion (i.e. where funding for a program has been provided in the past).
- Requests should be scalable and prioritized.
- Address the influence of program prioritization on the request. Did the institution consider reallocating funding for this line-item?
- Describe how the request advances the Board's 60% Educational Attainment Goal or the Board's Complete College Idaho Plan (if applicable).

The budget line item requests should support the implementation of student success strategies that the Board has adopted. The strategies are as follows:

- 15 to Finish
- Math Pathways
- Corequisite Support
- Momentum Year
- Academic Maps with Proactive Advising
- A Better Deal for Returning Adults

Per the Board's guidance, 5% of the College & Universities' FY 2020 total General Fund appropriation equates to the following:

BSU: \$5,259,800  
ISU: \$4,111,000  
UI: \$4,727,300  
LCSC: \$ 882,600

**BOARD ACTION**

I move to direct the Business Affairs and Human Resources Committee to review the FY 2021 budget line items as listed on Attachment 1 - Line Items Summary, and to bring recommendations back to the Board for its consideration at the regular August 2019 Board meeting.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**STATE BOARD OF EDUCATION**  
FY 2021 Line Items - College and Universities

By Institution/Agency		Attachment	FY 2020 Total General Fund Appropriation	Priority	Institution Specific Initiatives	Total	% of FY 2020 Appropriation Excluding Occupancy Costs
1	System-wide Needs		6,415,800			810,000	12.6%
2	Parent Academy	3		1	560,000		
3	Open Education Resources	4		2	200,000		
4	Next Steps Website Expansion	5		3	50,000		0.0%
5	Boise State University		105,196,800			6,692,200	5.0%
6	Degree Completion and Career Readiness	6		1	3,138,900		
7	True Blue Access Scholarship	7		2	2,100,000		
8	Occupancy Costs	2		3	1,453,300		
9	Idaho State University		82,220,400			4,073,500	4.8%
10	Momentum Pathways Math Center	8		1	1,961,300	0	
11	Idaho Workforce Development	9		2	2,020,400	0	
12	Occupancy Costs	2		3	91,800	0	
13	University of Idaho		94,545,800			4,760,300	5.0%
14	Complete College America Game Changers	10		1	1,712,500	0	
15	College of Law Boise Expansion	11		2	2,985,200	0	
16	Occupancy Costs	2		3	(27,400)	0	
17	Law Center transfer rent from Supreme Court	12		4	90,000	0	
18	Lewis-Clark State College		17,651,800			1,485,000	5.0%
19	Adult Learner Services	13		1	614,600	0	
19	Program Expansion, Enhancement, Compliance	14		2	267,500	0	
20	Occupancy Costs	2		3	602,900	0	
			\$ 306,030,600		\$ 17,821,000	\$ 17,821,000	
21							
22	Percentage of FY20 Appropriation excluding						5.1%
23	Occupancy Costs						



**STATE BOARD OF EDUCATION**  
**FY 2021 Line Items - Community Colleges and Agencies**

Priority	By Institution/Agency	FY 2020 General Fund Appropriation	Attachment	Priority	FY 2021 Request	Comments	vs. 2020 Approp
1	Career Technical Education	68,455,500			3,996,800		5.8%
2	State Leadership & Technical Asst.	3,107,400			343,300		0.5%
3	Increased Staff Capacity		16	2	343,300		0.5%
4	General Programs	14,752,300			1,745,000		2.5%
5	Program Expansion		15	1	400,000		0.6%
6	Teacher Preparation		17	3	1,025,000		1.5%
7	Online Course Expansion		18	4	70,000		0.1%
8	Workforce Readiness Incentive Grant		20	6	200,000		0.3%
9	Idaho Quality Program Standards Grant		21	7	50,000		0.1%
10	Post-secondary Programs	47,841,900			1,708,500		2.5%
11	Postsecondary Package		19	5	1,708,500		2.5%
12	Dedicated Programs	1,558,100			200,000		0.3%
13	Centers for New Direction (CND)		22	8	200,000		0.3%
14	IQPS Appropriation Language		23	9	0		0.0%
15	Related Services	1,195,800			0		0.0%
16	Community Colleges	47,711,800			3,418,800		7.2%
17	College of Eastern Idaho	5,272,700			227,700		0.5%
18	Lead Math Faculty, CCA		24	1	81,900		0.2%
19	Student Advisor, CCA		25	2	63,900		0.1%
20	Instructional Designer		26	3	81,900		0.2%
21	College of Southern Idaho	14,426,700			1,222,600		2.6%
22	IT Personnel and Software Platforms		27	1	809,500		1.7%
23	Emerging Hispanic Serving Institute		28	2	220,500		0.5%
24	Weekend College		29	3	179,500		0.4%
25	Occupancy Costs		2	4	13,100		0.0%
26	College of Western Idaho	15,317,000			1,103,800		2.3%
27	100% CEC Funding		30	1	856,400		1.8%
28	Data Analyst		31	2	247,400		0.5%
29	North Idaho College	12,695,400			864,700		1.8%
30	Transition Advisors		32	1	355,500		0.7%
31	Regional Entrepreneurship		33	2	290,200		0.6%
32	Assessment Coordinator		34	3	102,100		0.2%
33	Occupancy Costs		2	4	116,900		0.2%

**STATE BOARD OF EDUCATION**  
**FY 2021 Line Items - Community Colleges and Agencies**

Priority	By Institution/Agency	FY 2020 General Fund Appropriation	Attachment	Priority	FY 2021 Request	Comments	vs. 2020 Approp
34	Agricultural Research/Extension	32,530,700			3,236,600		9.9%
35	Idaho Center for Plant and Soil Health		35	1	3,000,000		102.6%
36	Occupancy Costs		2	2	236,600		8.1%
37	Health Education Programs	21,296,700			3,077,800		14.5%
38	WIMU Veterinary Education	2,059,900			No Line Items		0.0%
39	WWAMI Medical Education	6,834,000	36	1	290,300	ECHO Idaho Project	1.4%
40	IDEP	1,670,600			No Line Items		0.0%
41	Univ. of Utah Med. Ed.	2,049,800			180,000		0.8%
42			37	1	180,000	3 new residents at \$60k	0.8%
43	Family Medicine Residencies	5,799,600			720,000		3.4%
44	Idaho State University FMR	2,049,600			240,000		1.1%
45			37	1	60,000	1 additional Rexburg Rural Track Training	0.3%
46			37	2	105,000	Increase per resident to \$45k	0.5%
47			37	3	75,000	ISU Offset	0.4%
48	Family Medicine Residency of Idaho (Boise)	3,010,000			330,000		1.5%
49			37	1	60,000	1 new Boise resident at \$60k	0.3%
50			37	2	30,000	Boise Pharmacy D Resident	0.1%
51			37	3	165,000	Increase Boise per resident to \$45k	0.8%
52			37	4	45,000	Increase Caldwell per resident to \$45k	0.2%
53			37	5	30,000	Increase Magic Valley per resident to \$45k	0.1%
54	Kootenai Health FMR	740,000			150,000	Increase per resident to \$45k	0.7%
55			37	1	60,000	Behavioral Health Fellowship	0.3%
56			37	2	90,000	Increase per resident to \$45k	0.4%
57	Boise Internal Medicine Residency	845,000			347,500		1.6%
58			37	1	180,000	3 new residents	0.8%
59			37	2	60,000	Additional IM Chief Resident	0.3%
60			37	3	62,500	Increase per resident to \$22.5k	0.3%
61			37	4	30,000	Increase per resident to \$60k	0.1%
62			37	5	10,000	Increase Preliminary Year Intern to \$22.5k	0.0%
63			37	6	5,000	Increase IM Chief Resident to \$22.5k	0.0%
64	Psychiatry Residency	397,800		1	240,000	4 Additional residents at \$60k each	1.1%
65	Eastern Idaho Regional Medical Center	1,005,000			1,110,000		5.2%
66	Internal Medicine Resident Program		37	1	600,000	10 new residents at \$60k each	2.8%
67	Family Medicine		37	2	360,000	Family Medicine 6 new residents at \$60k each	1.7%
68	Internal Medicine Resident Program		37	3	50,000	Increase per resident to \$45k	0.2%
69	Internal Medicine Resident Program		37	4	100,000	Increase per resident to \$60k	0.5%
70	Bingham Internal Medicine	635,000			190,000		0.9%
71			37	1	60,000	1 new resident at \$60k	0.3%
72			37	2	60,000	IM Emergency Medicine Fellowship	0.3%
73			37	3	60,000	Increase per resident to \$45k	0.3%
74			37	4	10,000	Increase per resident to \$60k	0.0%

**STATE BOARD OF EDUCATION**  
**FY 2021 Line Items - Community Colleges and Agencies**

Priority	By Institution/Agency	FY 2020 General Fund Appropriation	Attachment	Priority	FY 2021 Request	Comments	vs. 2020 Approp
75	Special Programs	18,800,700			663,400		3.5%
76	Forest Utilization Research	1,435,500				No Line Items	0.0%
77	Geological Survey	311,400	38	1	311,400	Competitive Salaries and Benefits	1.7%
78	Scholarships and Grants	15,231,800					0.0%
79	Museum of Natural History	656,500					0.0%
80	Small Bus. Development Centers	799,500	39	1	352,000	Business Development	1.9%
81	TechHelp	366,000					0.0%
82	State Board of Education	5,615,100			254,700		4.5%
83	Office of the State Board of Education	5,443,500					0.0%
84	Outreach and Awareness		40	1	200,000		1.1%
85	Program Coordinator		41	2			0.0%
86	Administrative Assistant		42	3	54,700		0.3%
87	Charter School Commission	171,600					0.0%
88	Idaho Public Television	2,925,200			256,200		8.8%
89	Personnel Sustainability - Engineering		43	1	69,300		2.4%
90	Educational Outreach		44	2	113,500		3.9%
91	Digital Media Technician		45	3	73,400		2.5%
92	Vocational Rehabilitation	8,874,000			99,000		1.1%
93	Vocational Rehabilitation	4,442,200					0.0%
94	Extended Employment Services	4,063,400					0.0%
95	Council for the Deaf/Hard of Hearing	368,400			49,500		0.6%
96	.25 FTE Request		46	1	17,200		0.2%
97	Additional Office Space		47	2	8,500		0.1%
98	Vehicle		48	3	23,800		0.3%
99	Total	\$ 206,209,700			\$ 15,003,300		7.3%

**STATE BOARD OF EDUCATION**  
**FY 2021 Budget Request**  
**Colleges & Universities**  
**Calculation of Occupancy Costs**

		% of															
		Use for				(1)		(2)		(3)		(4)		(5)			
		Projected Date	Non-Aux.	Gross	Non-Aux.	Custodial Costs				Utility	Maintenance Costs				Total	% qtrs	Revised
1 Institution/Project		of Occupancy	Education	Sq Footage	Sq Footage	FTE	Sal & Ben	Supplies	Total	Estimate	Repl Value	Cost@1.5%	Other	Occ Cost	used in FY20	FY20	
2																	
3 BOISE STATE UNIVERSITY																	
4 New Fine Arts Building		June-19	100%	97,621	97,621	3.75	135,300	9,800	145,100	170,800	42,000,000	630,000	108,800	1,054,700	100%	1,054,700	
5 Less FY20 allocation						-1.88	-68,600	-4,900	-73,500	-85,400		-315,000	(54,400)	-528,300	92%	(486,000)	
6 Less FY19 allocation						-0.30	-11,192	-784	-11,976	-13,664		-50,400	(8,704)	-84,744	100%	(84,700)	
7 Micron Center for Materials Research		April-20	100%	97,964	97,964	3.77	136,000	9,800	145,800	171,400	48,280,000	724,200	114,100	1,155,500	100%	1,155,500	
8 Less F Prior Year Funding FY 2020						-1.89	-68,950	-4,900	-73,850	-85,700		-362,100	(57,050)	-578,700	33%	(191,000)	
9 Alumni and Friends		December-17	92%	44,758	41,253	1.59	57,400	4,100	61,500	72,200	15,000,000	207,000	42,800	383,500	100%	383,500	
10 Less FY20 allocation						0.00	400	-1,350	-950	-100		-6,900	(400)	-8,350	100%	(8,400)	
11 Less FY19 allocation						-1.58	-59,000	-4,100	-63,100	-72,000		-193,200	(42,000)	-370,300	100%	(370,300)	
12						3.47	121,358	7,666	129,024	157,536		633,600	103,146	1,023,306		1,453,300	
13																	
14 IDAHO STATE UNIVERSITY																	
15 Meridian Library Infill		August-19	100%	1,351	1,351	0.05	1,800	100	1,900	2,400	212,000	3,200	1,200	8,700	100%	8,700	
16 Meridian Cadaver Lab Expansion		August-19	100%	12,136	12,136	0.47	17,000	1,200	18,200	21,200	7,042,000	105,600	15,000	160,000	100%	160,000	
17 Less FY20 allocation						(0.23)	(8,600)	(600)	-9,200	(10,600)		(58,050)	(7,750)	-85,600	100%	(85,600)	
18 Engineering Project Center		February-17	100%	1,500	1,500	0.06	2,200	200	2,400	2,600	174,000	2,600	1,300	8,900	100%	8,900	
19 Less FY20 allocation						(0.03)	(1,100)	(100)	-1,200	(1,300)		(1,300)	(650)	-4,450	100%	(4,500)	
20 IF Public Safety Infill		January-17	100%	1,208	1,208	0.05	1,800	100	1,900	2,100	242,800	3,600	1,100	8,700	100%	8,700	
21 Less FY20 allocation						(0.03)	(900)	(50)	-950	(1,050)		(1,800)	(550)	-4,350	100%	(4,400)	
22						0.35	12,200	850	13,050	15,350		53,850	9,650	91,900		91,800	
23 UNIVERSITY OF IDAHO																	
24 WWAMI Medical Education Bldg Expansion		July-19	100%	4,070	4,070	0.16	5,800	400	6,200	7,100	2,461,000	36,900	5,100	55,300	100%	55,300	
25 Less FY20 allocation						-0.08	-2,950	-200	-3,150	-3,550		-18,450	(2,550)	-27,700	100%	(27,700)	
26 UI Radio-TV Center		October-19	100%	560	560	0.02	700	100	800	1,000	201,000	3,000	600	5,400	100%	5,400	
27 Less FY20 allocation						-0.01	-350	0	-350	-400		-1,500	(250)	-2,500	75%	(1,900)	
28 UI Rsch & Collections (Brown's Furniture) *		July-19	100%	0	0	0.00	0	0	0	0	0	0	0	0		-	
29 Less FY20 allocation						-0.48	-17,650	-1,250	-18,900	-21,900		-28,150	(11,150)	-80,100	100%	(80,100)	
30 6th Street Greenhouse Addition **		April-21	100%	1,800	1,800	0.07	2,500	200	2,700	3,200	800,000	12,000	2,000	19,900	25%	5,000	
31 Reconciliation of past occupancy costs awarded																	
32 Aquaculture Research Institute Lab (shortfall, as reported 18 Sep 2018)						0.00	0	0	0	0		0	0	9,900		9,900	
33 Ag Science Lobby ADA expansion (shortfall, as reported 29 May 2018 )						0.00	0	0	0	0		0	0	4,300		4,300	
34 Food Research Lobby ADA expansion (shortfall, as reported 29 May 2018)						0.00	0	0	0	0		0	0	2,400		2,400	
35						-0.32	(11,950)	(750)	(12,700)	(14,550)		3,800	(6,250)	(13,100)		(27,400)	
36 AG RESEARCH & EXTENSION																	
37 Aberdeen Research Support Facility		November-18	100%	1,790	1,790	0.07	2,500	200	2,700	3,100	420,000	6,300	1,700	13,800	100%	13,800	
38 Less FY20 allocation						-0.04	-1,300	-100	-1,400	-1,550		-3,100	(850)	-6,900	100%	(6,900)	
39 NMCREEC Classroom/Office Facility		October-19	100%	8,300	8,300	0.32	11,600	800	12,400	14,500	2,500,000	37,500	8,400	72,800	100%	72,800	
40 Less FY20 allocation						-0.16	-5,900	-400	-6,300	-7,250		-18,750	(4,200)	-36,500	75%	(27,400)	
41 Sandpoint Rsch & Extension Complex		August-18	100%	21,534	21,534	0.83	30,100	2,200	32,300	37,700	5,670,000	85,100	21,100	176,200	100%	176,200	
42 Less FY20 allocation						-0.42	-15,250	-1,100	-16,350	-18,850		-42,550	(10,550)	-88,300	100%	(88,300)	
43 Aberdeen Cereal Research Laboratory		February-19	100%	1,500	1,500	0.06	2,200	200	2,400	2,600	225,000	3,400	1,300	9,700	100%	9,700	
44 Seed Potato & Germplasm Facility, Moscow **		January-21	100%	15,000	15,000	0.58	21,000	1,500	22,500	26,300	5,000,000	75,000	15,600	139,400	50%	69,700	
45 Parma Research Support Facility **		April-21	100%	1,800	1,800	0.07	2,500	200	2,700	3,200	400,000	6,000	1,700	13,600	25%	3,400	
46 Sheep Center Research Support Facility **		April-20	100%	1,800	1,800	0.07	2,500	200	2,700	3,200	400,000	6,000	1,700	13,600	100%	13,600	
47						1.39	49,950	3,700	53,650	62,950		154,900	35,900	307,400		236,600	
48																	
49 LEWIS-CLARK STATE COLLEGE																	
50 Career & Technical Education Building		July-20	100%	86,169	86,169	3.31	119,500	8,600	128,100	150,800	16,307,207	244,600	79,400	602,900	100%	602,900	
51																	
52 COLLEGE OF SOUTHERN IDAHO																	
53 Veterinary Technology Building		December-20	100%	6,500	6,500	0.25	8,900	700	9,600	11,400	6,500	100	5,000	26,100	50%	13,100	
54																	
55 NORTH IDAHO COLLEGE																	
56 NorthH Idaho Collaborative Education Building		June-19	100%	29,000	29,000	1.12	39,800	2,900	42,700	50,800	7,502,600	112,500	28,300	234,300	100%	234,300	
57 Less FY20 allocation						-0.56	-20,200	-1,400	-21,600	-25,400		-56,250	(14,150)	-117,400	100%	(117,400)	
58						0.56	19,600	1,500	21,100	25,400		56,250	14,150	116,900		116,900	
59																	
* Purchase of building did not proceed; returns funding allocated in FY20																	
** Preliminary notification to DFM and LSO to be provided upon project construction authorization																	

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- (1) FTE for the first 13,000 gross square footage and in 13,000 GSF increments thereafter, .5 Custodial FTE will be provided.
- (2) Salary for custodians will be 80% of Policy for pay grade "E" as prepared by the Division of Human Resources.
- Benefit rates as stated in the annual Budget Development Manual; workers comp rates reflect institution's rate for custodial category
- Salary CU: \$20,475.00 CC: \$19,500.00

## Benefits

## FICA

SSDI salary to \$110,100

SSHI

Unemployment Insurance

Life Insurance

Retirement: PERSI

Workmans Comp

Sick Leave

Human Resources

Health Insurance

Supplies

6.2000% x salary

1.4500% x salary

0.1500% x salary

0.7210% x salary

11.9400% x salary

x salary

0.6500% x salary

21.1110% per position

\$11,020.00

0.10

BSU	ISU	UI	LCSC	CSI	NIC	CWI	CEI
0.91%	0.96%	2.12%	0.82%	4.81%	4.50%	4.35%	4.35%
0.360%	0.360%		0.554%				
22.3810%	22.4310%	23.2310%	22.4845%	25.9210%	25.6110%	25.4610%	25.4610%

- (3) Annual utility costs will be projected at \$1.75 per sq ft 1.75
- (4) Building maintenance funds will be based on 1.5% of the construction cost (excluding architectural/engineering fees, site work, movable equipment, etc.) for new buildings or 1.5% of the replacement value for existing buildings.

(5) Other:

IT Maintenance	1.5000 GSF
Security	0.2200 GSF
General Safety	0.0900 GSF
Research & Scientific Safety Costs	0.5000 GSF
Total	2.3100
Too High - Used 1/3	0.7700 GSF
Landscape Greenscape	0.0003 CRV
Insurance Costs	0.0005 CRV
Total	0.00080 CRV

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2021 Request

FUNCTION: Systemwide Needs

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: 12.01		Title: <b>Parent Academy</b>			Priority Ranking 1 of 3
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$560,000				\$560,000
LUMP SUM:					
GRAND TOTAL	\$560,000				\$560,000

**Description:**

An insufficient number of Idaho high school graduates are going on to some form of postsecondary education, whether that be a career technical certificate program or our two or four year colleges and universities. One of the identified barriers to students going on to some form of postsecondary education experience after high school is availability of relevant college and career advising. While the state has invested much in the areas of college and career advising for our students in grades 8 through 12, through our public schools, as part of the implementation of the K-12 Task Force for Improving Education Recommendations, additional strategies have been identified to help in this area. One of the primary advisors of students are parents and the family unit. In identifying strategies to work more closely with our communities and provide equitable access to information and resources for our first generation and other underserved population "Parent Academies" have been identified as an effective strategy that has shown promise in other states. A "Parent Academy" would be a program run through our postsecondary

institutions that provide typically between a four to twelve week program for parents. The academies provide information to parents in a culturally relevant way for the local community. These programs include providing information on:

- Creating a “college-ready” academic plan to ensure appropriate course selection for their students;
- Learning how to finance college, gaining scholarship and financial aid literacy, and understanding the return on college investment;
- Identifying support networks and key resources for a successful transition to college;
- Developing a better understanding about what their student will experience in college;
- Learning what it takes for students to be successful; and
- Meeting and talking with other parents, staff members, and instructors.

Based on input from Idaho groups that have been brought together to provide recommendations on the implementation of the Higher Education Task Force Recommendations, and success seen by institutions in other states implementing some form of parent academy and early work being done by our Idaho institutions in this area, the Board is seeking funds to scale-up Parent Academies at each of our public postsecondary institutions. Each institution would be able to tailor their Parent Academy based on their local and regional needs within a set framework that includes close collaboration with the local school districts and charters schools and be targeted toward families with first generation students.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? Funding is being requested to scale up Parent Academies at all eight public Idaho postsecondary institutions. No Board staff would be used for this activity other than that necessary for the distribution of funds.
2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.  
No new positions will be required in the Board office. The institutions may use the funding to hire staff to manage the parent academies.
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.  
No human resources in the Board office will be redirected. The institutions may redirect staff to manage the parent academies.
  - c. List any additional operating funds and capital items needed.  
No additional operating funds or capital items outside of the funding listed above will be necessary in the Board office.

d. Basis for request.

\$70,000 for each institution for a program director and operating expenses (\$60,000 personnel costs and \$10,000 operating expenses).

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.  
This request is for ongoing funding to provide for the establishment of Parent Academies at each of the eight public institutions. While the institutions provide some information and advising resources to parents it is generally specific to individual programs or limited in scope. Boise State University and the College of Southern Idaho have implemented or are in the process of implementing similar limited programs. Their experience and costs have been used to establish the funding request. It is estimated that \$70,000 for each institution ongoing would allow the institution to run a single program cohort (class) of parents through the program at a time. Based on the duration of each program, multiple academies would be able to be run each year.
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted? This request will allow the institutions to expand the number of students being served by providing relevant and timely information to student's parents, allowing the parents to be the first resource to the students.



AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2021 Request

FUNCTION: OSBE Administration

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.02</b>		Title: <b>Open Education Resources (OER)</b>			Priority Ranking 2 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1.					
TOTAL OPERATING EXPENDITURES:	\$200,000				\$200,000
CAPITAL OUTLAY by summary object:					
1. PC and monitor					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$200,000				\$200,000

**Description:**

Funds to support delivery of Open Education Resources (OER), which would result in no-cost and low-cost textbooks (and other learning resources) for all postsecondary courses included in the state common course list.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The funding is being requested to support faculty development of open educational resources that provides undergraduate students with textbooks at no (or minimal) cost. On average, this would be correspondent to the 38 general education (GEM) courses to be adopted in the common course framework beginning in Fall 2019.

## 2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Existing faculty and staff at public institutions of higher learning.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Faculty within the appropriate discipline areas will be compensated for the time and effort necessary to learn new software and to develop online textbooks and other learning resources. Each institution has staff (in variable numbers) that support faculty development, particularly as it relates to OER.

- c. List any additional operating funds and capital items needed.
- d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)

The average faculty salaries at Idaho public institutions are as follows:

Boise State University	\$59,157
University of Idaho	\$70,081
Idaho State University	\$55,236
Lewis-Clark State College	\$51,637
College of Southern Idaho	\$51,027
College of Eastern Idaho	\$51,741
College of Western Idaho	\$47,085
North Idaho College	<u>\$56,907</u>
Total	\$442,871

Source: <https://data.chronicle.com/category/state/Idaho/faculty-salaries/>

Average salary:  $\$442,871 / 8 \text{ institutions} = \$55,359$

Average cost for a faculty buyout of a course (to develop an OER text) is between 33%-75% of a quarterly salary.

Average quarterly salary:  $\$55,359 \times .25 = \$13,840$ .

Buyout at 33% is \$4,567

Common-numbered courses that need OER development: 43

$43 \times \$4,567 = \$196,381$  rounded to \$200,000

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request is for one-time funds of \$200,000 to build out the remaining OER development needed for common-numbered courses.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Though faculty will be compensated for their efforts, over 65,000 part-time and full-time undergraduate students in Idaho and their families would be served through this effort. Furthermore, school districts responsible for delivering dual credit would also benefit from not needing to purchase textbooks. As it stands, the average cost of a new textbook is \$80, and the average cost for a used textbook is \$50. If not funded, degree-seeking students will continue to incur, on average, over \$650-\$1,000 in textbook costs for general education courses. If all students in the state enroll in approximately 10 classes (30 semester hours) of common-indexed courses in the General Education (GEM) curriculum in order to earn an associates or baccalaureate degree, total student savings would be approximately \$32.5 million across the system if each course used only one \$50 textbook. (65,000 students x 10 courses x \$50 textbook cost) This does not include the savings that will be afforded to districts who render textbook costs for each dual credit student. If OER can be leveraged, this item would offer a significant impact towards achieving the affordability goals outlined by the Governor's Task Force on Higher Education, as well as the Board's goals to deliver a postsecondary system that is more accessible to Idaho students.

Average cost of new and used textbooks: *National Association of College Stores website:*  
<https://www.nacs.org/research/HigherEdRetailMarketFactsFigures.aspx>

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2021 Request

FUNCTION: OSBE Administration

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

NextSteps Idaho Website					
A: Decision Unit No: <b>12.03</b>	Title: <b>Expansion</b>		Priority Ranking 3 of 3		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Research and Site Updates	\$50,000				\$50,000
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$50,000				\$50,000

**Description:**

The [NextSteps.Idaho.com](http://NextSteps.Idaho.com) website provides college and career information and resources targeted toward Idaho students in 8<sup>th</sup> through 12<sup>th</sup> grade as well as their parents and school counselors and advisors who work with those students. The Workforce Development Taskforce, convened in 2017, recommended using the Next Steps website to also target adults seeking training and expanded education and for the website to serve as a single portal for all college and career advising for students and adults. The recommendation was based in part due to the strong branding of the Next Steps website and high user rates. These user rates are a direct result of the research that was conducted specific to the original target audience (Idaho students and their parents 8<sup>th</sup> through 12<sup>th</sup> grade) in the initial development of the site and on-going maintenance, testing, and updating of the site. The Task Force recommendation of expanding the target audience for the website to include adults will require similar research. This research

includes gathering information from diverse user groups statewide through interviews, focus groups and surveys, and the identification of available resources across state agencies and educational institutions. Research will also include a review of other states' websites identified as effectively meeting the needs of a similar population. This research is needed to prevent any diminished usage of Next Steps by our target audience while identifying strategies to create the expanded portal. In FY19 the Board Office collaborated with the Workforce Development Council to conduct research on updating the website to include the expanded target audience and initiate the first phase of updates to the website. Identified resources and information added to the site will be implemented through a phased approach in FY19 and FY20 to allow for testing of the additions and to maintain the quality of the site. Once implemented the additional pages and resources on the site will need to be maintained and refreshed regularly to keep the site relevant. This includes not only updating information but also adding additional resources as they are identified or developed.

The work to expand the website will be done in collaboration with the Workforce Development Council, Department of Labor, other state agencies, colleges and universities, the business community and other stakeholder groups. It is anticipated the additions to the site will more than double the resources available through the site and will result in an equivalent increase in the annual maintenance and updating of the site. Maintenance and updating of the current site is done through a competitively bid contract.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? There is currently 1 FTE whose primary responsibilities include in part working to identify updates to the site and managing the site maintenance and updating contract. Additional existing staff have secondary roles in working with the current site as part of the sites role in the Board's overall communication initiative and college and career advising initiatives. No new FTE are being requested. The request is for additional funding for contracted services.
2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.  
No new positions will be required.
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.  
No human resources will be redirected.
  - c. List any additional operating funds and capital items needed.  
No additional operating funds or capital items outside of the funding listed above.
  - d. Basis for request.

Costs are an estimate based on the current contract for maintenance and refreshing the data. It is expected that expanding the site to the adult learner population will more than double the number of pages and resources on the website. Doubling the contract amount is a conservative estimate assuming some cost savings from the current base maintenance operations.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

The request is for ongoing funds to expand the user base of the NextSteps Idaho website and create a single portal for students, student parents (K-20) and adults with college/education and career advising and other resources. The funding amount requested is based on the current contract for maintenance and “refreshing” of content on the site. The expansion of the site will result in more than doubling the resources available on the site and thereby doubling the amount of work necessary to keep the site updated. Services are currently received through a competitively bid contract. In FY20 the Board office will need to go through a new RFP process for the maintenance and refreshing/updating of the site.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted? The current site serves students in grades 8 through 12, the expanded site will include younger and older students as well as adults that are not currently served. The additional funds will allow for work to be done that will make sure the expansion of the site does not take away from the resources currently provided to students in grades 8 through 12 while expanding resources to a much larger group of people. Without the funding the Board will not be able to assure the necessary maintenance of the site is done in order to maintain its value and usability. Websites that are not maintained and updated quickly become obsolete.

**AGENCY: Colleges and Universities**

FUNCTION: Boise State University

ACTIVITY: Instruction and Student Support

Agency No.: 510

Function No.: 02

Activity No.:

FY 2021 Request

Page 1 of 7 Pages

Original Submission X  
or Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Degree Completion and Career Readiness			Priority Ranking 1 of 2
Title:					
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	28.00				28.00
PERSONNEL COSTS:					
1. Salaries	\$1,303,000				\$1,303,000
2. Benefits	\$600,100				\$600,100
3. Group Position Funding	\$530,600				\$530,600
TOTAL PERSONNEL COSTS:	\$2,433,700				\$2,433,700
OPERATING EXPENDITURES by summary object:					
1. Travel	\$14,000				\$14,000
2. Operating Expense	\$691,200				\$691,200
TOTAL OPERATING EXPENDITURES:	\$705,200				\$705,200
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$3,138,900				\$3,138,900

**Description:**

Boise State University requests 28 FTP and \$3,138,900 ongoing from the General Fund for the implementation of the Degree Completion and Career Readiness program. Of this request, \$2,433,700 is for personnel costs to fund nineteen career specialists, eight instructors and support staff for high-impact first-year courses, and one technical support position to maintain a student-oriented degree tracker software system. Boise State believes this investment will measurably increase student retention, degree completion, and student preparation for post-college career. The strategies and structures employed support the Governor's Higher Education Task Force and the Idaho State Board of Education's "Complete College Idaho" and "Complete College America" initiatives.

This request will increase degree completion and career readiness by embedding career services in the academic colleges as well as connect classroom learning, academic advising and support, and career counseling/job search advising through the creation of a Student Success Team model in each college.

The Idaho State Board of Education (SBOE) has operationalized the recommendations of the Higher Education Task Force by directing post-secondary institutions to focus their efforts on the “Game Changer” strategies of Complete College America (CCA), as part of the SBOE’s Momentum Pathways initiative.

Boise State has a very long and highly successful history of work in increasing retention and graduation rates; work that aligns remarkably well with the goals of the Higher Education Task Force and Complete College America. This work has been recognized by the Association of Public and Land Grant Universities (APLU) when it named Boise State a finalist for a national degree completion award. Improvement across these measures include:

- a 79.5% first-year retention rate, a 5-percentage point climb in the past five years.
- a 45.8% six-year graduation rate, a nearly 8-percentage point climb in the past five years.
- a total of 3,188 degrees granted in 2017-2018, which exceeds the State Board of Education’s target by 2%.

### Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The degree completion and career readiness program has three components:

1. Using student support teams to integrate career advising and academic advising.
2. Expanding next steps to increase early academic success in key courses such as Math, English, and other subjects with low success rates.
3. Strengthening the infrastructure of academic advising.

#### 1. Using Student Support Teams to Integrate Career Advising and Academic Advising

This initiative is aligned with the CCI and CCA “Momentum Year”, Academic Maps, and Proactive Advising Game Changer Strategies and fits very well under the “purpose first” focus of CCA. It is another important step in sustaining an institutional culture where the focus is on helping students to connect their academic pathways with life and career goals as soon as students begin college.

The proposed initiative will embed career services in the academic colleges, connecting classroom learning, academic advising and support, and career



counseling/job search advising through a Student Success Team model in each college. The Student Support Team will work with department/college staff to set strategic direction, outcomes, and accountabilities. College Career Specialists will also work directly with faculty and staff in each college to embed career education in the classroom.

## 2. Next Steps to Increase Early Academic Success

This initiative builds on existing retention work and is aligned with the “Math co-requisite”, “English Co-requisite,” “Momentum Year,” “Math Pathways,” and “Better Deal for Returning Adults” CCA Game Changer Strategies.

- **Expansion of Math Co-requisites and Math Pathways:** Boise State’s Math Learning Center has developed a remarkably effective structure for facilitating the success of students in early mathematics courses for students pursuing majors in STEM and business. This initiative will apply that successful approach to other pathways of mathematics including statistics, education, and liberal arts. The following are the components of this initiative:
  - Develop and implement a single course that simultaneously serves as a general education math class for students who typically would pursue Math for Liberal Arts and as a stepping-stone for students pursuing STEM or other fields.
  - Develop and implement a “math welcome mat” for students who are returning adults. Boise State has found that 70% of students enrolled in our Basic Algebra course are returning adults who need to brush up on math skills after having been out of the classroom for some time.
  - Develop co-requisites for the courses that serve students pursuing statistics, education, and liberal arts pathways using the existing highly successful STEM and business pathways as models.
  - Develop a full complement of online courses and online tutoring support. Expanding to an online format will increase access for students who are place-bound or who have constraints on time because of work and/or family.
- **Expansion of English Co-requisites Access:** Boise State’s First Year Writing Program has developed a highly successful co-requisite model for English 101. Students who would have placed into remedial English are placed in English 101P, which has an extra hour per week of class time as well as a very small class size. Students who complete ENGL 101P have equivalent or higher success rates in the follow-on course (English 102) than students who were placed directly into English 101. ENGL 101P is now seen as a very positive initial experience for students, one that combines immersion in academic work with additional support. ENGL 101P makes use of small and highly engaged classes that provides constant feedback and creates exactly the kind of environment that has been

shown to be important for the retention of first-year students. This initiative will expand access to ENGL 101P and thereby enable the University to use ENGL 101P more broadly as a highly effective tool for retaining at-risk student populations such as first-generation students and returning adult students.

- **Expansion of the Learning Assistant Program:** Learning Assistants support high-fail-rate courses in Math, Chemistry, and Biology by assisting students with embedded peer-to-peer support. These facilitated study groups make asking for help a normalized activity, which has collateral benefits for students beyond the immediate course. This initiative would further expand the reach of the Learning Assistant program by adding 10 new Learning Assistants in other general education courses such as Physics, Economics, and Political Science, strengthening the infrastructure of the program, and strengthening the Chemistry Instructional Center.

#### Strengthening the Infrastructure of Academic Advising

This initiative would continue to strengthen Boise State's advising capacity and effectiveness, and is aligned with the "Academic Maps and Proactive Advising" CCA Game Changer Strategy. This initiative would fully fund the "Degree Tracker" software system. Degree Tracker is designed to provide students with information on which courses to take as well as help them sign up for the correct courses. It also provides alerts to an advisor if a student gets off-track. A technician is needed to ensure that the information in the system is up-to-date and fully usable by colleges and departments.

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
  - c. List any additional operating funds and capital items needed.
  - d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)

#### Student Support Team Initiative:

Career Specialist-- College of Arts and Sciences - three  
 Career Specialist -- College of Business and Economics  
 Career Specialist -- College of Engineering  
 Career Specialist -- College of Health Sciences  
 Career Specialist -- School of Public Service  
 Career Specialist -- Honors College  
 Career Specialist -- Graduate College  
 Career Specialist -- Alumni Relations  
 Career Data Specialist

Career Services Internship Program Faculty / Student Liaison  
Career Services Career Course Manager  
Career Services Career Technology Coordinator  
Career Services Instructional Designer / eLearning  
University Foundations First Year Experience Coordinator  
Career Services Career Development Training Specialist  
Career Services Employee Relations Event Coordinator  
Career Services Marketing Specialist

Travel and operating expenses are also requested for the above-referenced positions.

Two-day immersion program for first-year students: \$300,000 is requested for a two-day immersion program that, in conjunction with summer orientation, provides students with an in-depth overview of available services, resources, and programs that combined with their academic experience will augment their preparedness for post-college employment.

Sophomore cohort experience: \$100,000 is requested for a coordinated second-year exploration effort dedicated to increasing the likelihood of progression, persistence, graduation, and employability for students identified as “at risk” to stop out of college.

Need based scholarships to support professional experiences: Funding for scholarships are requested to support professional experiences, such as unpaid internships, for students who demonstrate financial need: \$158,200.

Group Positions: Peer Mentoring Program (students): Peer mentoring to support first and second year students: \$312,582 is requested for student employment and \$50,000 is requested for peer mentoring curriculum, training, and course delivery.

Career Services Technology: The requested \$50,000 technology budget will be used to pay for annual subscriptions to career education focused web-based technology intended to expand the reach of Career Services and engage students when and where they want. This technology includes, but is not limited to, career research tools, a mentoring platform, career assessment and guidance systems, and online interview/resume coaching platforms. This funding will also be used to purchase eLearning software used to create interactive, multimedia online modules embedded within courses and virtual workshops accessible 24 hours a day by distance and on-campus students via Virtual Career Center.

Early Academic Success Initiative:

Math Learning Center -- Lecturer  
Math Learning Center -- Lecturer/Co-Director  
Math Learning Center -- At-risk advisor  
Math Learning Center -- Computer support specialist  
Math Learning Center -- Coordinator of Co-requisites

Math Learning Center – Tutors: \$86,880 is requested to hire additional tutors. Free tutors are offered to students and cover content for twenty different Math courses, primarily first and second year courses.

Math Learning Center -- Part-time instructional staff: \$76,083 is requested to hire part-time faculty in the Math Learning Center.

First Year Writing – Two Lecturers

Learning Assistant Program -- 10 Learning Assistants: \$33,280 is requested for hiring students employees to serve as learning assistants in the Writing Center. Learning Assistants are embedded in classes and offer study sessions to help students with the class.

Learning Assistant Program – Position Reclassifications: Reclassification of current Academic Support Coordinator position to Assistant Director of Learning Assistance (\$12,000 projected salary and fringe) and current CIC Manager to Learning Assistant Coordinator (\$12,000 projected salary and fringe)

Chemistry Success Center Manager

Chemistry Tutors: \$21,738 is requested to hire additional tutors in the Chemistry Instructional Center.

#### Strengthen Advising Infrastructure Initiative

Degree Tracker -- Support Technician

Degree Tracker – annual license

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

All funding requested is ongoing.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Studies at Boise State have shown that retention and graduation depend strongly on early academic success in foundational courses such as math, english and other general education courses. This request is designed specifically to increase success in those courses. Higher risk student populations, such as first-generation college students and returning adult students, will especially benefit from this request.

Without this funding, implementation of a Student Success Team model as described above will not be possible. Similarly, the success of math pathways and math co-requisite model for math pathways in statistics, education and liberal education described above cannot be developed quickly or at scale without the requested funding.

AGENCY: Colleges and University

FUNCTION: Boise State University

ACTIVITY: Student Financial Aid

Agency No.: 510

Function No.: 02

Activity No.:

FY 2021 Request

Page 1 of 3 Pages

Original Submission X  
or Revision No. \_\_\_\_

Complete College Boise State:					
A: Decision Unit No: <b>12.02</b>	Title: <b>True Blue Access Scholarship</b>			Priority Ranking 2 of 2	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Operating Expense (ongoing funding for scholarships)	\$2,100,000				\$2,100,000
TOTAL OPERATING EXPENDITURES:	\$2,100,000				\$2,100,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$2,100,000				\$2,100,000

**Description:**

Boise State University requests \$2,100,000 ongoing from the General Fund for the enhancement of the True Blue Scholarship program. These funds will supplement existing institutional funds to provide four-year scholarships of \$4,000 to 600 Idaho resident students with financial need. When paired with the Idaho Opportunity Scholarship, the enhanced True Blue Scholarship will cover up to 93% of typical tuition and fees, greatly increasing access to higher education for Idaho residents for whom financing college is a barrier. The strategies and structures employed support the Governor's Higher Education Task Force and the Idaho State Board of Education's "Complete College Idaho" and "Complete College America" initiatives.

This initiative will increase the impact of Boise State's Idaho resident True Blue Scholarship. This scholarship request is complementary to the Idaho Opportunity Scholarship. Together, True Blue and the Idaho Opportunity Scholarship can close a critical gap in our ability to fund low-income, Idaho residents who cite financial challenges as the root cause of leaving or never attempting college. Graduation rates for these students are the lowest at the university, currently more than 10 percentage points behind graduation rates for non-low income students. In addition, we know that approximately 1,200 Idaho residents applied to Boise State, but ultimately did not attend college at all. Often these decisions were purely financial. Robust scholarships will increase the access for Idaho students to attend college full-time, thereby speeding their time to degree completion.

The infusion of scholarship aid will support the Governor's Higher Education Task Force and the Idaho State Board of Education's "Complete College Idaho" and "Complete College America" initiatives.

The Idaho State Board of Education (SBOE) has operationalized the recommendations of the Higher Education Task Force by directing post-secondary institutions to focus their efforts on the "Game Changer" strategies of Complete College America (CCA), as part of the SBOE's Momentum Pathways initiative.

#### **Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Funding is requested for the expansion of Boise State's True Blue Scholarship program to provide ongoing funding for the number of students presently in the program, to double the number of students who will receive scholarships (to 600 total), and to double the amount of funding per student (to \$4,000 per year). This initiative helps to address a severe lack of scholarships for Idaho residents who attend Boise State University.

This initiative aligns particularly well with CCA Game Changer "Think 30" because it provides the financial means necessary for students to attend Boise State on a full-time basis.

Surveys of students who have left Boise State before completing their degree indicated that financial challenges are often the root cause. In addition, many students (in particular Idaho residents) who attend Boise State must hold jobs year-round to be able to pay for school, and therefore are able to attend only part-time. Scholarships will help to mitigate financial challenges and will enable more students to attend full-time, thereby speeding their time to degree completion.

The impact of student financial need on academic success is apparent in the persistent gaps in first-year retention rate and the graduation rate between Pell-eligible and non-Pell-eligible students at Boise State. Currently there is a ten percentage-point gap in first-year retention between students who are eligible for federal Pell Grants based on low family incomes and those students who are not Pell-eligible. The gap rises to nearly 13-percentage points in six-year graduation rate between the same two groups. In addition, Boise State's ability to help low-income students is substantially less than that of peer institutions. Institutions that have substantial need-based aid are better able to reduce the price of college for low-income students than are institutions without substantial need-based aid. Currently, Boise State has a lower "Net

Price of College” than peers for high-income students, but a “Net Price of College” that is equal to or higher than peers for low-income students. As a result, Boise State has less ability to help lower income students than peer institutions.

Boise State’s True Blue Scholarship is a scholarship available only to Idaho residents with demonstrated financial need. At present, it awards \$2,000 per year for four years to about 300 students, a program cost of about \$600,000 per year. Of that \$600,000, about one-half is ongoing funding and one-half is one-time funding. This initiative has three parts. First, the one-time funding would be replaced by ongoing funding, at a cost of \$300,000. Second, the per-year award would be increased from \$2,000 to \$4,000 at a cost of \$600,000. Third, the number of funded students would be expanded from 300 to 600, at a cost of \$1,200,000.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
- c. List any additional operating funds and capital items needed.
- d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)

Ongoing funding to replace one-time funding: \$300,000.

Funding to increase award amount from \$2,000 to \$4,000 per year: \$600,000.

Funding to expand the number of funded students from 300 to 600: \$1,200,000.

Existing personnel will be used to administer the program.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

All funding requests are ongoing.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This initiative would serve low-income students who are Idaho residents.

Without this initiative, the True Blue would serve only 300 students instead of 600, and the average award would remain at only \$2,000 per year instead of increasing to \$4,000 per year.



AGENCY: College and Universities

Agency No.: 501

FY 2021 Request

FUNCTION: Idaho State University

Function No.: 02

Page 1 of 5 Pages

ACTIVITY: Momentum Pathways

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

<b>MOMENTUM PATHWAYS / ISU CENTER FOR MATHEMATICS PATHWAYS</b>					
A: Decision Unit No: <b>12.01</b>	Title: <b>PATHWAYS</b>			Priority Ranking 1 of 2	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	15.00				15.00
PERSONNEL COSTS:					
1. Salaries	770,000				770,000
2. Benefits	418,000				418,000
3. Group Position Funding (Teacher Stipends and Tutor Funding)	400,000				400,000
TOTAL PERSONNEL COSTS:	1,588,000				1,588,000
OPERATING EXPENDITURES by summary object:					
1. Travel	88,000				88,000
2. Materials/Supplies	135,300				135,300
TOTAL OPERATING EXPENDITURES:	223,300				223,300
CAPITAL OUTLAY by summary object:					
1. DL Classroom – One Time	50,000				50,000
2. Remodel of existing space – One Time	100,000				100,000
(ONE – TIME) TOTAL CAPITAL OUTLAY:	150,000				150,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	1,961,300				1,961,300

**Description:****Center for Mathematics Pathways**

The state of Idaho has been selected to participate in Complete College America's (CCA) Momentum Pathways Scale Project, an initiative focused on boosting college attainment by developing clear pathways amongst participating institutions and implementing evidence-based strategies that help students meet key, first-year benchmarks leading to increased success and graduation rates. This effort leverages CCA "Game Changers," such as 15 to Finish/Think 30, Math Pathways, Corequisite Math Support, Momentum Year, Academic Maps, and Proactive Advising. The Momentum Pathways model defines

a path for implementation that leads to substantial student momentum and success through increased early credit accumulation, gateway course completion, and completion of credits in a program of study.

Key to the success of this Momentum Pathways project is the coordination and integration of foundational mathematics and mathematics alignment. These two fundamental “game changer” strategies, Math Corequisites and Math Pathways, support each student’s need for quantitative literacy within his/her chosen field. Math Pathways align the appropriate gateway math course with each discipline to provide a clear “mathematics path” for each major and meta-major. It further requires students to complete their college level math requirements within the first year, providing needed momentum to improve student success and college completion. Corequisite Support ends the practice of pre-requisite remedial education and instead provides “just in time” support for students in need of additional academic support in math.

ISU proposes the development of a "Center for Mathematics Pathways." This center will coordinate assessment, communication, and professional development for Math Pathways and Corequisite Support in our service region. The Center will ensure that there is significant and consistent outreach, collaboration, interaction, and training for instructors, teachers, tutors, and advisors at ISU, within the community colleges (CEI and CSI in particular), and in the high schools. Center instructors will coordinate professional development in our region and provide much needed hands-on support and consistency for mathematics general education instruction, supporting both early college and gateway course success. Tutors will be trained such that their understanding of math is specific to each math pathway course and are available for adult learner support (e.g., late in the evening, weekends, etc.). Center instructors will further support assessment and provide assessment training; coordinating consistent metrics and data management. These instructors will develop consistent messaging for strong alignment in both math pathways and math corequisites. Center instructors will work directly with Career and College Advisors in the high schools to ensure students are receiving this vital information early in their academic experience.

Due to the significant quantitative and mathematical literacy challenges that rural America faces today, the Center for Mathematics Pathways offers tremendous potential for a substantial impact on Idaho’s “go on” rates. Furthermore, we anticipate that this program will contribute significantly to college retention and completion rates in our service region.

### **Proactive Advising**

In order to support Idaho’s Momentum Pathways project and thus expand student success, retention, and graduation, ISU proposes the implementation of a university-wide Proactive Advising program. University-wide Proactive Advising will ensure all students receive the timely support they need to fulfill their higher education attainment goals. This implementation will utilize technology-enabled early alert solutions to reach students when support is needed most.

Proactive Advising for all students will assist them in receiving an appropriate, efficient, and cost-effective pathway to college completion. This intensive, student-specific advising will continue throughout the entirety of each student's collegiate experience. ISU will utilize technological support in order to fully scale proactive advising. We will implement and expand the use of strategies such as texting, ZOOM, Degree Works, and Recruit (ISU's CRM) in order to enhance a student's ability to access support and assistance and increase a student's knowledge of available options for degree path to completion.

Proactive advising provides additional points of connection for students and is particularly effective with student populations more likely to struggle with maintaining continuous enrollment. Examining the holistic needs of students through proactive advising will allow Idaho State University to connect students with campus and community resources to address their individual needs.

The National Academic Advising Association (NACADA) indicated in a 2003 report that the median student load for a full time advisor at a public institution is approximately 285 students. Advising needs certainly vary between students based on their program of study and their particular demographic characteristics. Some student populations, including veterans, those pursuing graduate or professional school, student athletes, first year and transfer students, first generation college students, and those with limited income, all benefit from additional time and attention from academic advisors. Based on NACADA's median student advisor load, and the particular needs of our student population, ISU is proposing to add an additional 8 advisors including an Assistant Director of Advising.

An Assistant Director for advising is essential to ensure an appropriate level of training with regard to Proactive Advising best practices. Additionally, the Assistant Director will create and oversee a Peer Mentor program to further support the retention and success of our students. A Peer Mentor program will provide opportunities for first year and transfer students to work with student mentors as they navigate their college career. Furthermore, the Assistant Director will coordinate the communications for advisors throughout campus, work closely with the university's curriculum council, and collaborate with the registrar's office to provide vital updates and information, with the goal of a seamless and supportive experience for all students.

A key component of ISU's Proactive Advising program is regular and consistent travel to ISU's outreach sites. Thus, we will provide in-person, proactive, student specific advising to populations in Idaho Falls, Twin Falls, and Meridian and therefore ensure students at these locations are receiving the same high quality services as students on the Pocatello campus.

**Questions:**

1. *What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?*

In order to support the Idaho Momentum Pathways Project, ISU is proposing the creation of a "Center for Mathematics Pathways." This center will coordinate assessment, communication, and professional development for Math Pathways and Corequisite Support in ISU's service region. In conjunction with the center, ISU is proposing the implementation of a university-wide Proactive Advising program. University-wide Proactive Advising will help ensure all students receive the timely support they need to fulfill their higher education attainment goals.

2. *What resources are necessary to implement this request?*

- a. *List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.*

This request includes 15 full-time positions for the center all of which are benefit eligible with an anticipated hire date of July 1, 2020. These positions include a Center Director, Assistant Director, 5 instructors, 7 advisors and an Advising Director. These positions are all expected to be permanent positions. The request also includes numerous part-time tutor positions who are not benefit eligible with an anticipated hire date of August 10, 2020. This date allows these individuals the ability to receive training for the start of fall semester classes. These part-time positions are all temporary in nature but are expected to be refilled annually.

- b. *Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.*

We anticipate all of these employees will be new hires.

- c. *List any additional operating funds and capital items needed.*

This request includes funding to provide professional development opportunities for high school teachers and to further bring all of those involved in teaching general education mathematics together on a regular and consistent basis. We are requesting funds to pay travel and stipends for teachers/instructors to attend numerous collaborative professional development opportunities. Funds will also be made available to ensure that our rural high schools receive the support that they need; this includes travel funds to take training programs to rural high schools and the creation of a distance-learning classroom to further this regular support. We will collaborate with CEI to provide professional development opportunities in Idaho Falls and collaborate with CSI to provide professional development opportunities in Twin Falls. The ability to frequently and consistently collaborate with the high schools and community colleges schools will go a long way toward solving many of the "go on" issues in Idaho.

3. *Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.*

This proposal includes \$150,000 in one-time funding for the creation of a distance-learning classroom and the remodeling of existing space for the Center. The remainder of the request is ongoing funding. This effort is aimed at improving "go on," retention, and graduation rates.

4. *Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?*

A wide range of students in ISU's service region is to be served through this request. Because this request is collaborative in nature, and because mathematics education is key to higher education attainment, this proposal will support high school students, community college students, and students attending ISU. It will further support high school math teachers, Early College math teachers, College and Career advisors, community college math instructors, and ISU math gateway and corequisite support instructors. If this project is not funded, we would go forward with our current processes, and not offer this coordinated assistance for math pathways and math corequisite support.

AGENCY: College and Universities

Agency No.: 501

FY 2021 Request

Of 11

FUNCTION: Idaho State University

Function No.: 02

Page 1 Pages

ACTIVITY: Idaho Workforce

Original Submission X or

Development

Activity No.:

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.02</b>	Title: <b>Idaho Workforce Development</b>			Priority Ranking 2 of 2	
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)	14.00				14.00
PERSONNEL COSTS:					
1. Salaries	1,322,700				1,322,700
2. Benefits	434,800				434,800
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	1,757,500				1,757,500
OPERATING EXPENDITURES by summary object:					
1. Travel (ongoing)	101,500				101,500
2. Communications (ongoing)					
3. Materials/Supplies/Equip. (ongoing)	161,400				161,400
TOTAL OPERATING EXPENDITURES:	262,900				262,900
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	2,020,400				2,020,400

## **Description: Health Sciences-Occupational Therapy and Nursing Expansions**

Idaho State University and the Kasiska Division of Health Science respectfully submit this appropriation request for FY21. ISU would like to thank the State Board of Education, the Governor and his office, and the Idaho Legislature for their ongoing support of our health science programs.

This appropriation request specifically enhances programs prioritized during our budgeting and 3-year planning processes and is based on workforce needs in the state. Occupational therapy and nursing are high paying, in-demand jobs with high vacancy rates in the state of Idaho.

*Goal of this Initiative:*

- *Increase degree production in high demand, health science careers to meet workforce needs of the state*

## Questions: Health Sciences-Occupational Therapy and Nursing Expansions

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

**Occupational Therapy** – Seven faculty positions, two staff positions, group position funding, as well as ongoing operating costs are being requested to support the expansion of the occupational therapy program to the ISU Meridian Health Science Center. Occupational therapists are one of the top in-demand jobs in the state, currently with 30% vacancy rates according to the Department of Labor.

The US Bureau of Labor forecasts a substantial increase in occupational therapy positions by 2020 and beyond. ISU's occupational therapy program consistently has over 60 applicants per year; 30-40 of these applicants meet the criteria to be admitted and 16-18 are accepted each year. By expanding this program to Meridian and adding faculty, we will be able to increase the number of seats available by an additional 24. With the robust applicant pool, we expect this program to be fully enrolled the very first year it is offered in Meridian. Graduates are in very high demand as occupational therapy is #2 on Idaho's list of job vacancies.

Idaho State University recently completed a construction project in Meridian where offices, classrooms, laboratories, and clinic space has been built/renovated to be shared by the Department of Physical and Occupational Therapy. Efficiencies were gained by the physical therapy space being designed and created to eventually be a shared space with occupational therapy. This newly created space will improve **Access and Opportunity** for students in Meridian and will meet the accreditation agencies' requirement for equivalent didactic spaces and allow synchronous learning between cohorts in Pocatello and Meridian. Growth of the occupational therapy program is not possible without additional faculty and resources due to accreditation requirements related to expansion. This program has been identified as the top priority within our planning processes and budgeting.

### ***Expansion of Nursing Programs in SE Idaho***

The Institute of Medicine published the outcomes of a national study addressing the *Future of Nursing, Advancing Health (2010)*. The Institute's recommendation was to increase the number of baccalaureate prepared nurses to 80% of the nursing work force by 2020. St. Luke's Health System has established a policy that all of the new nurses they hire will have a baccalaureate degree by 2023. This policy assures the best possible nursing care is provided in their facilities and meets one of their requirements for Magnet Hospital Status. Idaho Department of Labor Workforce data from 2017 and Idaho census projection data show that there is an expected population-based demand for increased numbers of registered nurses in Ada and Canyon Counties and in Idaho Falls. In addition, as new facilities open in Eastern Idaho, it is projected that 100+ additional registered nurses will be needed before the fall of 2020. To mitigate this workforce shortage problem, each university

will need to increase the number of new graduates and employers of nurses will need to focus on retention strategies for their incumbent staff.

Two faculty positions as well as ongoing operating costs are being requested to help expand ISU's nursing programs in Southeastern Idaho.

The ISU College of Nursing proposes an expansion of the traditional bachelors of nursing (BSN) cohort by 30 students. Idaho's monthly workforce data consistently indicate over 1000 vacancies for registered nurses. Expansion of nursing programs are limited by clinical placement sites (community health system partners) and accreditation-mandated faculty to student ratios at 1:10. In this scenario three faculty will be added (two funded by this proposal and a third by new tuition/fee revenue).

There are two other initiatives underway to expand ISU's production of registered nurses.

1). The College of Nursing at ISU is participating with industry partners from across Eastern Idaho to increase the number of baccalaureate registered nurses by offering an accelerated nursing program. A pending Department of Labor grant may assist with the initial development of this program, however the sustainability of this project is dependent upon future appropriation. The accelerated nursing program is designed for individuals who have a baccalaureate degree in a field other than nursing. Students complete their baccalaureate degree in nursing over a 12-month period. While enrollment numbers for the accelerated nursing program in Meridian over the past five years have remained at an average of 33 admits annually, the number of applicants has grown from around 40 in 2015 to 75+ for FY2019 academic year. In the last five years, the accelerated nursing program has had more than 255 applicants. These numbers, along with the growing nursing shortage, indicate the accelerated nursing program is highly desired. This new undergraduate accelerated nursing program in Eastern Idaho will run concurrently with the existing, and very popular, accelerated nursing program in Meridian. Students will take classes online in the distance learning classroom environments on the Pocatello and Idaho Falls campuses.

2). The College of Nursing has initiated conversations with College of Southern Idaho (CSI) and St. Luke's Health System as well as College of Eastern Idaho and the Idaho State University College of Technology to develop a new BS Completion program to better meet the needs of students who have completed the AD-RN program on the CSI and other community college campuses. This program will coordinate BS completion education for students presently trained as AD-RNs in ISU's service region. Adequate faculty to staff this program are currently employed by the College of Nursing. By expanding BSN program (30 students), the accelerated nursing program in Eastern Idaho (30 students), and the BS completion program (20 students), ISU expects to add 80 new nursing students each year.

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

**Occupational Therapy - Total Personnel Costs: \$982,258**

**Expansion of Nursing Programs in SE Idaho - Total Personnel Costs: \$179,897**

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.



**Occupational Therapy** - This line item request is for new faculty positions and support personnel. The current occupational therapy faculty members in Pocatello will continue to assist in teaching the extended cohort using distance learning technology, online content, and onsite classes, clinics and laboratory sessions.

**Expansion of Nursing Programs in SE Idaho** - This line item request is for new faculty positions. The nursing faculty members in Pocatello and Meridian will continue to assist in teaching the additional cohort using distance learning technology, online content, and onsite classes, clinics and laboratory sessions.

- c. List any additional operating funds and capital items needed.

**Occupational Therapy** – An ongoing request for additional operating funds for travel, communications and materials and supplies and equipment that fall below the \$5K SCO capitalization threshold will also be needed.

**Ongoing Requests for Operating Expense – Occupational Therapy:**

Travel	\$20,000
Communications	\$9,600
Materials/Supplies/Equipment	\$87,000

**Total Request for Ongoing Operating Expense:** **\$116,600**

**Expansion of Nursing Programs in SE Idaho** – An ongoing request for additional operating funds for travel, communications, and materials and supplies and equipment that fall below the \$5K SCO capitalization threshold will also be needed.

**Ongoing Requests for Operating Expense – Nursing:**

Travel	\$7,500
Communications	\$2,000
Materials/Supplies/Equipment	\$10,000

**Total Request for Ongoing Operating Expense:** **\$19,500**

- d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)

**Occupational Therapy**– Seven faculty positions, two support staff positions, and adjunct faculty are being requested. Faculty-to-student ratios are used in all laboratory courses to ensure the competence and safety of future graduates. Due to the specialization of faculty, multiple areas of clinical expertise are necessary onsite. In addition to the clinical areas of expertise, two of the requested faculty positions will serve administrative roles including the Occupational Therapy Assistant Program Director and the Assistant Academic Fieldwork Coordinator. These administrative roles are required to provide management of

the expanded program, provide increased support for finding and supervising part-time and full-time student clinical affiliations and practicums, and for managing occupational therapy service provision within one or more inter-professional clinics. The staff positions are required to provide clerical support and IT support for the expanded program. The adjunct faculty salaries are required to provide instruction in highly specialized areas of clinical expertise that are not represented by the full time faculty.

***Expansion of Nursing Programs in SE Idaho*** – Two faculty positions. One faculty member for every 10 students in the tradition BSN program is needed due to accreditation requirements and to ensure the competence and safety of future graduates. The program intends to use tuition and fee revenue from program expansion to hire additional faculty and staff to further support program growth.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

***Occupational Therapy-*** The salaries for the seven positions will be ongoing as well as the group position funding. Operating expenses for travel, supplies, communications, etc. will also be ongoing.

***Expansion of Nursing Programs in SE Idaho*** – The salaries for the two positions will be ongoing. Operating expenses for travel, supplies, communications, etc. will also be ongoing. Pending grant funds from the Department of Labor for the expansion of the accelerated program will be used to supplement this request. In addition, increases in enrollment will generate additional tuition and fee revenue to support growth in faculty and staff which are needed to meet our enrollment targets in these three nursing programs.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

***Occupational Therapy*** – Idaho students who seek an education to become a licensed occupational therapist benefit from this request since more than twice the number of seats in the occupational therapy program will become available within the state. The cost of an in-state 3-year graduate program is substantially less than out-of-state or private academic institutions. Increasing the number of seats in an Idaho occupational therapy program will provide more opportunities for Idaho residents to receive education they desire while reducing the student debt incurred while pursuing that education. Expansion of this program provides convenience to students who live in western Idaho and it allows them to capitalize on the clinical placements in the Treasure Valley without having to travel. This expansion will also serve the needs of patients in the state of Idaho as occupational therapists are in high demand to provide rehabilitative patient care.

Idaho employers seeking to hire occupational therapists will benefit because the number of graduating therapists within Idaho will double within 3-4 years. There is a tremendous need for occupational therapists in the state.

Idaho residents in need of occupational therapy services will benefit because there will likely be an increased number of licensed, practicing therapists in the state within 3-4 years of expanding the program.

***Expansion of Nursing Programs in SE Idaho*** – Idaho students who seek an education to become a Registered Nurse benefit from this request since within three years 30 new seats

will become available in the accelerated nursing program and 30 new seats will become available in the BS Completion Nursing program. Increasing the number of seats in Idaho will provide more opportunities for Idaho residents to receive education they desire. Expansion of this program provides convenience to students who live in the eastern and southern parts of Idaho, and it allows them to capitalize on the clinical placements in Twin Falls and in Idaho Falls without having to travel. This expansion will also serve the needs of patients in the state of Idaho, as there is a shortage of Registered Nurses.

Idaho employers seeking to hire Registered Nurses will benefit because a greater number of licensed providers will be available to hire. These nursing programs will have been expanded directly to eastern Idaho where the greatest current and projected need for these providers exists. Employers and recent nursing student graduates will likely have had some previous experience working with each other during clinical experiences that students received while at ISU. Employers will have a better understanding of the recent graduates' values and attitudes and how they will fit within their organization. This will likely lead to less attrition. An increase in Registered Nurses will benefit Idaho residents because nurses protect, promote, and optimize the health of those for whom they are responsible. They play a significant role in health promotion and disease prevention, alleviate pain and suffering, and advocate for individuals, families, and communities. Idaho residents will benefit by having additional providers who play a significant role in the overall health of people.

## **Description: Cybersecurity Program I3C**

Idaho State University seeks to establish the Idaho Center for Critical Cybersecurity (I3C). The Center would build on existing capabilities in the College of Science and Engineering, the College of Business, College of Technology and the emerging capacity of ISU's Polytechnic Initiative to create a regional center of excellence for cybersecurity education and research that would help meet the cyber workforce and innovation demands of Idaho and the Intermountain West.

On an individual level we tend to think of cybersecurity as it affects our personal computers, bank accounts and credit cards. Although inconvenient these breaches of cybersecurity are not life threatening events. Of far graver consequence are breaches of the critical infrastructure that support life in modern society. Air handling systems in buildings such as hospitals, traffic control systems on land and in the air, dams and water purification plants, and the U.S. electrical grid itself are vulnerable to cyber-attack and the consequences of system failure are profound. These critical infrastructure vulnerabilities are a key area of research and development activity for the Idaho National Laboratory and are central to the partnership between INL and the State of Idaho in the new Cybercore Integration Center on ISU's Idaho Falls campus.

Compounding our national vulnerability to crippling cyber-attack is an acute shortage of trained cybersecurity professionals. The National Institutes of Science and Technology supports research that estimates a current national shortage of 350,000 cybersecurity workers and the firm Cybersecurity Ventures suggests that there will be a global shortage of 3.5 million cybersecurity experts by 2021. Idaho State University currently offers an associate's degree program in cyber physical security. This AA program is unique in the country is currently home to four students. The Informatics Research Institute at ISU is recognized as a Center of Excellence by the National Security Agency. This program is the academic home of approximately 20 MBA students with specialization in cybersecurity. The proposed I3C would

help meet statewide cybersecurity workforce demand by expanding existing programs and creating new BS, MS and Ph.D. degrees in cybersecurity. Conversations among ISU and INL leadership have revealed INL's need for and support of expanded cybersecurity training and research capacity at ISU. This increased capacity would support not only INL but a wide variety of private and public employers in Idaho and across the nation.

A build out of ISU's cybersecurity personnel and educational infrastructure would poise the university as a regional leader in research and innovation in cybersecurity. The National Science Board reports a venture capital investment in cybersecurity of approximately \$13 billion between 2011 and 2016. That amount is certain to rise considerably. The National Science Foundation announced in October of this year, \$78 million of new support for cybersecurity research and education. Precise numbers for the Department of Energy's overall investment in cybersecurity are not readily available but by partnering with colleagues at INL, ISU faculty and students would be in an enviable position to attract external financial support for research and education to Idaho.

### ***Building the I3C-Phased Approach***

Three components are required to expand and build cybersecurity education programs at ISU:

- Faculty
- Graduate students
- Infrastructure

*Faculty.* Cybersecurity resides at the nexus of electrical engineering (EE) and computer science (CS). ISU grants BS degrees in both EE and CS but no current faculty have substantial expertise in cybersecurity. To build competitive undergraduate and graduate curricula ISU would need to hire new faculty at the rank of assistant professor and a faculty as an associate professor and program leader. The market for these professors is quite competitive but the opportunity to build a new program in connection with the INL and Cybercore will make ISU an attractive opportunity.

- **Phase 1-***One Associate and one Assistant faculty member to build the program are needed in years 1 and 2 as shown in the attached RAIS form which shows estimated enrollment and revenue growth over a 5 year period. Additional faculty would be needed in future years to grow program. \$342,500*
- **Phase 2-***Three additional faculty will be needed as the program and enrollment develops and expands. \$400,000*

*Graduate Students.* In order jumpstart workforce development and position our new faculty to be successful in the classroom and in the research laboratory we need to initiate I3C with top flight graduate students who will be involved in research and education.

- **Phase 1-***Three to four graduate students. \$127,000*
- **Phase 2-***Three additional graduate students. \$100,000*

*Infrastructure.* Providing relevant, real world learning and research opportunities will require a substantial investment in the types of industrial Control Systems (ICS) and Supervisory Control and Data Acquisition (SCADA) systems that are in use in the private and public sectors across the nation.

- **Phase 1 and 2-One-time funding would be provided by ISU given the faculty support is granted in this request.**

### ***Demand***

The dramatic need for a cybersecurity workforce is clear. Students with bachelor's degrees in cybersecurity enter the workforce at salaries between \$80,000 and \$100,000. A recent report by Raytheon indicates that familiarity with cybersecurity on the part of both high school students and their parents will continue to pull new students into university degree programs. Although these cybersecurity degree programs are increasingly common in American universities, the number of programs does not approach the nation's need for a cyber-educated workforce. The development of the I3C at ISU will be a boon to enrollment and to the business and industry of Idaho.

### **Questions: Cybersecurity Program I3C**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base? Phase I funding of the Cybersecurity program.
2. What resources are necessary to implement this request? **One Associate Professor, one Assistant Professor and three to four graduate students to build the program in the first two years as detailed in the attached RAIS forms.**
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. **See attached RAIS Forms**
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. **N/A**
  - c. List any additional operating funds and capital items needed. **Operating will be supplied through one-time University funds.**
  - d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?) **RAIS Forms attached**
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards. **One-time funds would be supported by ISU in the event that recurring operating needs are granted**

Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted? **–Listed in description**

## **Description: Magic Valley Educator Pipeline**

The teacher shortage in Idaho is most pronounced in the Magic Valley. Evidence suggests the several factors contribute to this situation; however, two factors regularly rise to the top; the supply of new teachers and the retention of current teachers. While this proposal will not solve the teacher shortage in the Magic Valley, it will creatively address both of these concerns.

The first part of this proposal will provide the resources necessary to support the online delivery of ISU's educator preparation program to place-bound and non-traditional education students in the region. Data suggests that the majority of perspective education students in the Magic Valley prefer a blended educational experience that utilizes elements of a traditional (face-to-face) program and an online delivery model. However, there is a significant segment of prospective teachers that are unable to access courses via the traditional approach, thus this proposal will address these student's needs by creating an online educator preparation delivery system. This proposal includes funding for additional sections of the educator preparation curriculum, to be taught by adjunct faculty, including interested faculty from the College of Southern Idaho, and instructional design support to inform and enhance the delivery of courses via an online instructional format.

Funding realized through this part of the proposal will provide an on-site administrator and an on-site advisor to support education students and the educator preparation program in the Magic Valley. The placement of on-site administrator and an advisor will streamline decision-making, provide more personalized service and attention to Magic Valley education students, and support their matriculation through the program and into regional schools.

The second part of this proposal is designed to provide additional support to "early-career" teachers (those in the first three years of their careers), with particular attention paid to those early-career teachers who have entered the profession via an alternate certification route. This program will train and use retired educators to provide weekly coaching support to these vulnerable early-career teachers. This program was piloted in spring of 2019 with considerable success. This proposal will support an early-career coordinator who will identify, train, and monitor retired teacher's work in this program. It will also provide compensation to the early-career coaches in the form of a stipend for and travel to their work sites.

## **Questions: Magic Valley Educator Pipeline**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

One full-time faculty position, group position funding, as well as ongoing operating and one-time capital costs are being requested to support the development and delivery of an online educator preparation program and an early-career teacher coaching program in the Magic Valley. These resources provide for administrative oversight, on-site academic advising, on-site faculty, adjunct faculty to teach online sections of courses, early-career mentors, travel expenses, and technological support to meet the elements of these programs.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Total Personnel Costs: **\$252,800**

- Assistant Dean of Educator Preparation in Twin Falls (12 months part-time not benefit eligible) on-going
- Education Program Advisor – Twin Falls (12 months part-time not benefit eligible) on-going
- Early-Career Coaching Coordinator (Full-time benefit eligible) on-going
- Early-Career Coaching Mentors (part-time, not benefit eligible) on-going
- Adjunct Faculty (part-time, not benefit eligible) approximately \$4,300 per course, per-semester on-going
- Instructional Design Support (part-time not benefit eligible) on-going

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

The intend of this program is to use some of the salary dedicated to the main-campus Assistant Dean to support the stipend for the On-site Coordinator in Twin Falls.

- c. List any additional operating funds and capital items needed.

An ongoing request for additional operating funds for travel, communications, office space rent, and materials and supplies and equipment that fall below the \$5K SCO capitalization threshold will also be needed.

**Ongoing Requests for Operating Expense:**

<i>Travel</i>	<i>\$72,000</i>
<i>Communications</i>	<i>\$800</i>
<i>Materials/Supplies/Equipment</i>	<i>\$49,500</i>

**Total Request for Ongoing Operating Expense: \$122,300**

**One-Time Request for Capital Outlay:**

<i>Office Furniture</i>	<i>\$2,500</i>
<i>PC and Workstations</i>	<i>\$2,000</i>
<b><u>Total Request for One-Time Capital Outlay:</u></b>	<b><u>\$4,500</u></b>

- d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

The salaries for the one full-time position along with the group position funding to cover stipends for the Assistant Dean, Education Program Advisor, Early-Career Coaching Mentors, Instructional Design Support, and adjuncts is on-going. The request for office furniture and computer for the one full-time position is a one-time request to set up an office. In addition, school districts who take advantage of the early-career coaching program will be expected to bear two-thirds of the cost of the coach(es) assigned to work with early-career teacher in their school district. The challenges associated with teacher retention are well documented, with many early-career teacher at the greatest risk of attrition.

4. Who is being served by this request and what are the expected impacts of the funding requested?

Place-bound and non-traditional students who desire to be teachers will be the direct recipients of this funding that supports this program. Additionally, school districts in the Magic Valley will also benefit from this proposal by producing more candidates for teaching positions in the Magic Valley and by supporting early-career teachers with specific supports tailored to their individual needs.

If this request is not funded who and what are impacted?

If this proposal is not funded, place-bound students and many non-traditional students will have limited options available to them to enter the teaching profession. Additionally, many early-career and alternately prepared teachers will continue to struggle with teaching challenges on their own with limited support from available and qualified teaching coaches.



AGENCY: College and Universities

FUNCTION: University of Idaho

ACTIVITY: Board approved category

Agency No.: 510

Function No.: 04

Activity No.:

FY 2021 Request

Page 1 of 10 Pages

Original Submission X or

Revision No. \_\_\_\_

Complete College America Game Changers					
A: Decision Unit No: <b>12.01</b>	Title:		Priority Ranking 1 of 4		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	13.50				13.50
PERSONNEL COSTS:					
1. Salaries	791,700				791,700
2. Benefits	321,200				321,200
3. Group Position Funding	214,200				214,200
TOTAL PERSONNEL COSTS:	1,327,100				1,327,100
OPERATING EXPENDITURES by summary object:					
1. Travel	40,000				40,000
2. Operating	66,000				66,000
3. Operating – Streaming server	85,000				85,000
4. Operating – Math Database	30,000				30,000
5. Trustee/Benefits	59,200				59,200
TOTAL OPERATING EXPENDITURES:	280,200				280,200
CAPITAL OUTLAY by summary object:					
1. Start-Up/Capital Outlay	77,500				77,500
2. Video Recording Studio (OT CO)	27,700				27,700
TOTAL CAPITAL OUTLAY:	105,200				105,200
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	1,712,500				1,712,500

**Description:**

Funding this proposal will provide the infrastructure University of Idaho needs to offer online programs for adults returning to complete their college education (A Better Deal for Returning Adults), to support student success in math and English courses by adding additional support (Co-Requisite Support), and to ensure students receive the advising they need to keep them on track to graduate on time (Proactive Advising).

**Questions:**

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

**Priority 1. A Better Deal for Returning Adults:** University of Idaho is a residential campus with a traditionally-aged undergraduate student body. In order for us to provide a better deal for returning adults, we need to build capacity to design, implement, and maintain high quality online programs. To meet the needs of adult learners, we will collaborate with our 2-year institutional partners on 2+2 programs that are fully online so that place-bound students can complete a 4-year degree. We currently offer fully online degrees in high-interest areas such as organizational sciences, psychology, and criminology, but we would like to improve delivery of these programs as well as create new programs in general business and similar fields aligned to market needs.

Currently we have 4 FTE support personnel to help faculty use Blackboard (our learning management system) and only one of these staff members can assist with instructional design. To support high quality, market-driven online programs, we need to hire two instructional designers and two multimedia designers. Instructional designers will be responsible for designing high quality online courses and degree programs and oversee the quality assurance process. Instructional designers need expertise in pedagogy, educational psychology, and instructional/educational technology. Multimedia designers will be responsible for creating interactive and engaging course content, which requires expertise in audio narration, animation, graphic design of presentations, video editing, and accessibility compliance. The positions requested are:

- 1. Senior Instructional Designer/Online Learning Specialist to support and oversee the design and development of new online courses and the redesign of existing courses**
- 2. Two Instructional Designer to support faculty in the design and delivery of high quality online courses**
- 3. Senior Digital Media Teaching and Learning Specialist to produce digital content as well as to design and manage the One Button Studio, Lightboard Studio, and technology-enhanced collaborative learning space.**
- 4. Digital Media Lab and Instructional Technology Consultant to produce digital media and integrate various instructional technologies into online courses. This position will also help oversee undergraduate support specialists who can assist faculty in their digital media production efforts on an on-demand basis**

To support this effort, we also wish to hire four part-time undergraduate student media editors and add a streaming server (Kaltura) so that high quality video can be used for online learning. In addition, we have a one-time (OT) capital outlay request to create a video recording studio where online course content will be developed.

Modeled on aspirational peer institutions (Arizona State University, Georgia State University) but on a much smaller scale, we are requesting equipment to support (1) a fully automated *One-Button* self-service studio where faculty can record audio/video presentations and (2) a full-service studio where professional audio, video, and graphic presentations can be created.

**Priority 2. Co-Requisite Support:** University of Idaho has a strong co-requisite program for English that we would like to replicate for several general education math courses (MATH143, MATH 153, and MATH 251). Building co-requisites will require permanent funding to support instructors, graduate assistants, and peer mentors. Currently, our success rates for MATH 143 and MATH 251 (statistics) are 60% and 64%, respectively. MATH 153 is a new statistical reasoning course and we do not yet have success data to report. Our goal for these gateway math courses is an 80% success rate.

**MATH 143:** MATH 143 (precalculus) is the gateway math courses for our STEM majors. Currently, we teach 2000 students annually with three instructors in this course, making class sizes very large. Going to a co-requisite model will require us to increase the number of sections we offer as well as our contact hours with students. We will need additional instructors, teaching assistants, peer tutors, and hardware. To provide adequate support and consistency to ensure that the co-requisite model is successful, the instructors will need additional support during class. Teaching Assistants (TA's) will work 15-20 hours/week assisting instructors and working in our math center, also known as the Polya Lab. The positions requested are:

1. **Four Instructors of Mathematics to teach MATH 143 and provide co-requisite support.**
2. **Four half-time teaching assistants to work in the Polya Lab to provide co-requisite support.**

We are also seeking additional funds to support six undergraduate peer tutors. Co-requisite support for MATH 143 also requires additional laptops for students to use in our math center (the Polya lab), computers for new instructors, and funding to support database updates and hardware upgrades. This includes ongoing funding for database support and one-time funding for laptops, personal computers, peripherals, and printers.

**MATH 153/251:** These statistics courses are the gateway math courses for several majors in the social sciences. MATH 153 is a new course, and both it and MATH 251 will have co-requisite support to ensure students can successfully complete the course. The addition of MATH 153 aligns to the Complete College America strategy *math pathways*. This statistical reasoning course is better aligned with several of our majors than is MATH 251. To support both statistics courses, we will need instructors, teaching assistants, peer tutors, and hardware. The positions requested are:

1. **Instructor of Statistical Science to teach MATH 153 and MATH 251 and provide co-requisite support.**
2. **Half-time Instructor of Statistical Science to teach MATH 153 and MATH 251 and provide co-requisite support.**
3. **Two half-time Teaching Assistants to provide co-requisite support.**

We are requesting funds for six peer tutors as well as one-time funds for personal computers for instructors and teaching assistants.

**ENGL 101/109:** We plan to make improvements to our English co-requisite course to improve student success rates and increase the likelihood that students can successfully complete both ENGL 101 and 102 in their first year, which is predicted to increase retention, progression, and on-time graduation (Complete College America strategy *Momentum Year*). While our success rates are relatively high for co-requisite English (87%), we believe we can improve this with funding to support embedded graduate tutors, computers for tutors to use with students during tutoring, and funding to support a faculty director to manage tutors and provide high quality tutor training.

**Priority 3. Proactive Advising:** University of Idaho has recently restructured to support shared, centralized advising services to increase student success. We seek funding for two additional academic advisors to build positive, professional student relationships and implement proactive advising strategies to help students fulfill their educational goals. These advisors will help students identify potential barriers early in their academic careers; customize early interventions for students in various areas (study skills, goal striving, social activity, and academic self-confidence), educate students on major options; and support students identified via the VandalStar early alert system. Currently, our student to advisor ratio is 575:1, well above the national average for peer institutions of 285:1. Based on best practices of advisor to student ratio, the College of Letters, Arts and Social Sciences (CLASS) needs long-term funding for two additional academic advisors, and the College of Engineering (COE) needs one more academic advisor to adequately support our students. The positions requested are:

1. **Three Academic Advisors to support timely degree completing by implementing proactive advising strategies.**

**2. What resources are necessary to implement this request?**

- a. **List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.**

1. Senior Instructional Designer, Center for Teaching & Learning, 1 FTE, \$85,000 Exempt, Benefits Eligible, Date of Hire July 2020
2. Instructional Designer, Center for Excellence in Teaching & Learning, 1 FTE \$65,000, Exempt, Benefits Eligible, Date of Hire July 2020
3. Instructional Designer, Center for Excellence in Teaching & Learning, 1 FTE \$65,000, Exempt, Benefits Eligible, Date of Hire July 2020

4. Senior Digital Media Teaching and Learning Specialist. 1 FTE, \$67,500, Exempt, Benefits Eligible, Date of Hire July 2020
5. Digital Media Lab and Instructional Technology Specialist, 1 FTE, \$47,500, Exempt, Benefits Eligible, Date of Hire July 2020
6. Four Part-time Undergraduate Student Media Editors, 0 FTE, \$12,800 Not Benefits Eligible, Date of Hire August 2020
7. Instructor, Mathematics (MATH 143), 1 FTE \$ 56,481, Exempt, Benefits Eligible, Date of Hire: August 2020
8. Instructor, Mathematics (MATH 143), 1 FTE \$ 56,481, Exempt, Benefits Eligible, Date of Hire: August 2020
9. Instructor, Mathematics (MATH 143), 1 FTE \$ 56,481, Exempt, Benefits Eligible, Date of Hire: August 2020
10. Instructor, Mathematics (MATH 143), 1 FTE \$ 56,481, Exempt, Benefits Eligible, Date of Hire: August 2020
11. Teaching Assistant, Mathematics (MATH 143), 0 FTE., \$18,837, Group, Date of Hire, August 2020
12. Teaching Assistant, Mathematics (MATH 143), 0 FTE, \$18,837, Group, Date of Hire, August 2020
13. Teaching Assistant, Mathematics (MATH 143), 0 FTE, \$18,837, Group, Date of Hire, August 2020
14. Teaching Assistant, Mathematics (MATH 143), 0 FTE, \$18,837, Group, Date of Hire, August 2020
15. MATH 143 Peer Tutors (undergrads), 0 FTE, \$19,200, Not Benefits Eligible, Date of Hire, August 2020
16. Instructor for Statistical Science (MATH 153/251), 1 FTE \$67,204, Exempt, Benefits Eligible, Date of Hire: August, 2020
17. Instructor for Statistical Science (MATH 153/251), .5 FTE \$33,602, Exempt, Benefits Eligible, Date of Hire: August 2020
18. Teaching Assistant 1, Statistical Science (MATH 153/251), 0 FTE, \$15,007.20, Date of Hire, August 2020
19. Teaching Assistant 2, Statistical Science (MATH 153/251), 0 FTE, \$15,007.20, Date of Hire, August 2020
20. MATH 153/251 Peer Tutors (Undergrads), 0 FTE, \$19,200, Not Benefits Eligible, Date of hire: August 2020.
21. ENGL 101/109 Graduate Tutors, 0 FTE, \$57,600, Not Benefits Eligible, Date of Hire August 2020
22. Academic Advisor, University Advising Services, Strategic Enrollment Management, 1 FTE, \$45,000, Exempt, Benefits Eligible, Date of Hire: Start FY21
23. Academic Advisor, University Advising Services, Strategic Enrollment Management, 1 FTE, \$45,000, Exempt, Benefits Eligible, Date of Hire: Start FY21
24. Academic Advisor, University Advising Services, Strategic Enrollment Management, 1 FTE, \$45,000, Exempt, Benefits Eligible, Date of Hire: Start FY21

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.**

**A Better Deal for Returning Adults:** Our Center for Excellence in Teaching and Learning currently has four full-time staff who support faculty in using our learning management system and who can provide some basic assistance in course redesign to develop online courses. With our desired growth in online programs to support adult and place-bound learners, about 75% of their time will be redirected to support this initiative, but that will reduce the amount of assistance they can provide to support our traditional, face-to-face courses.

**Co-Requisite Support:** Faculty, teaching assistants, and peer tutors who are currently supporting MATH 143 and MATH 251 will provide co-requisite support, as well as staff for the Polya Lab and the Statistical Assistance Center. While we will redirect their efforts to help support the co-requisites, we do not have the capacity, with our current staff and peer tutors alone, to provide co-requisite support.

**Proactive Advising:** There are a total of 21 permanent advising positions supported by Complete College Idaho funding, one position supported by general education funding, and one position supported by Strategic Enrollment Management temporary funding. These positions include 14 college-specific academic advisors, three lead advisors, two pre-health advisors, one honors advisor, one student success coordinator, a VandalStar coordinator to support proactive advising, and one college associate director of student services. However, our advisor to student ratio is approximately 575:1, well above the 350:1 ratio that is in line with best practices or equivalent to peer institutions, which have on average a ratio of 285: 1. Without additional advisors, we are not able to fully implement proactive advising.

- c. List any additional operating funds and capital items needed.**

**A Better Deal for Returning Adults:**

1. Senior Instructional Designer, Center for Teaching & Learning, Academic Initiatives
  - Staff Travel: \$5000
  - Operating Expenses: \$4000
  - Start-Up/Capital Outlay: \$5000
2. Instructional Designer, Center for Excellence in Teaching & Learning, Academic Initiatives
  - Staff Travel: \$2500
  - Operating Expenses: \$4000
  - Start-Up/Capital Outlay: \$5000

3. Instructional Designer, Center for Excellence in Teaching & Learning, Academic Initiatives
  - Staff Travel: \$2500
  - Operating Expenses: \$4000
  - Start-Up/Capital Outlay: \$5000
4. Senior Digital Media Teaching and Learning Specialist, Center for Excellence in Teaching & Learning, Academic Initiatives
  - Staff Travel: \$5000
  - Operating Expenses: \$4000
  - Start-Up/Capital Outlay: \$5000
5. Digital Media Lab and Instructional Technology Specialist, Center for Excellence in Teaching & Learning, Academic Initiatives
  - Staff Travel: \$2500
  - Operating Expenses: \$4000
  - Start-Up/Capital Outlay: \$5000
6. One Button Studio Capital Outlay: \$13,513 (One-time)
7. Lightboard Studio & Portable Lightboard Capital Outlay: \$14,150 (One-time)
8. Streaming Server (MyMedia by Kaltura): \$85,000 annually

**Co-Requisite Support:**

1. Instructor, Mathematics (MATH 143), College of Science
  - Staff Travel: \$2500
  - Operating Expenses: \$4000
  - Start-Up/Capital Outlay: \$2500
2. Instructor, Mathematics (MATH 143), College of Science
  - Staff Travel: \$2500
  - Operating Expenses: \$4000
  - Start-Up/Capital Outlay: \$2500
3. Instructor, Mathematics (MATH 143), College of Science
  - Staff Travel: \$2500
  - Operating Expenses: \$4000
  - Start-Up/Capital Outlay: \$2500
4. Instructor, Mathematics (MATH 143), College of Science
  - Staff Travel: \$2500
  - Operating Expenses: \$4000
  - Start-Up/Capital Outlay: \$2500
5. Teaching Assistant, Mathematics (MATH 143), College of Science
  - Trustee/Benefits for In-State Tuition and Fees: \$9876
  - Start-Up/Capital Outlay: \$2500

6. Teaching Assistant, Mathematics (MATH 143), College of Science
  - Trustee/Benefits for In-State Tuition and Fees: \$9876
  - Start-Up/Capital Outlay: \$2500
7. Teaching Assistant, Mathematics (MATH 143), College of Science
  - Trustee/Benefits for In-State Tuition and Fees: \$9876
  - Start-Up/Capital Outlay: \$2500
8. Teaching Assistant, Mathematics (MATH 143), College of Science
  - Trustee/Benefits for In-State Tuition and Fees: \$9876
  - Start-Up/Capital Outlay: \$2500
9. Instructor for Statistical Science (MATH 153/251), College of Science
  - Staff Travel: \$2500
  - Operating Expenses: \$4000
  - Start-Up/Capital Outlay: \$2500
10. Instructor for Statistical Science (MATH 153/251), College of Science
  - Staff Travel: \$1000
  - Operating Expenses: \$2000
  - Start-Up/Capital Outlay: \$2500
11. Teaching Assistant 1, Statistical Science (MATH 153/251), College of Science
  - Trustee/Benefits for In-State Tuition and Fees: \$9876
  - Start-Up/Capital Outlay: \$2500
12. Teaching Assistant 2, Statistical Science (MATH 153/251), College of Science
  - Trustee/Benefits for In-State Tuition and Fees: \$9876
  - Start-Up/Capital Outlay: \$2500
13. Math Database Updates: \$30,000 (annually)
14. English Co-Requisite Support College of Science
  - Operating Expenses: \$12,000 (annually)
  - Start-Up/Capital Outlay: \$7500

**Proactive Advising:**

1. Academic Advisor, University Advising Services, Strategic Enrollment Management
  - Staff Travel: \$3,000
  - Operating Expense: \$4,000
  - Start-up/Capital Outlay: \$5,000



2. Academic Advisor, University Advising Services, Strategic Enrollment Management
    - Staff Travel: \$3,000
    - Operating Expense: \$4,000
    - Start-up/Capital Outlay: \$5,000
  3. Academic Advisor, University Advising Services, Strategic Enrollment Management
    - Staff Travel: \$3,000
    - Operating Expense: \$4,000
    - Start-up/Capital Outlay: \$5,000
- a. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)

To determine our needs for online/digital learning, we contacted University of Georgia, Georgia State University, and Penn State to find out what equipment they use to support their highly successful online learning initiatives as well as how many staff support their programs. For studios (one-button and Lightboard), we created a cost sheet for each item and reviewed several suppliers to find the most cost-efficient way to purchase equipment.

For personnel, we calculated how many professional and instructional staff are needed based on best-practice ratios (staff-to-student; faculty-to-student; staff-to-faculty) based on our current enrollments and factoring in flat enrollment growth. Currently in all requested areas we are understaffed to support online course development for ***A Better Deal for Returning Adults***, to support math and English ***co-requisite*** courses, and to support students with ***proactive advising***.

Salary administration at the University of Idaho is based primarily on market rates, or the average salary paid for a particular job. Each position has a market rate assigned to it based on the duties and responsibilities of that particular position. U of I uses the rates available from the following two primary-salary surveys:

- The Bureau of Labor Statistics (BLS), which collects data with salary information from an eight-state region — Colorado, Idaho, Montana, Nevada, Oregon, Utah, Washington and Wyoming
- The College and University Professional Association (CUPA). The CUPA data is based on both regional and national data for institutions with the same Carnegie designation (R2, Higher Research Activity) as U of I.

This information is managed position by position and not aggregated into a pay chart with grades and steps. Beyond the market rate, there other factors considered such as minimum compa-ratio (80% of the market or greater) and education. We used our market based compensation system when determining salaries for the positions in this request.

3. **Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

One-time funds would be for technology to support these initiatives (one-button studio, lightboard studio, computers for faculty/staff). Ongoing includes faculty and staff positions, peer tutors, travel, operating expenses, database maintenance, and the streaming server.

4. **Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

Undergraduate students will be served by this request. With funding to support online degree programs, we will be able to serve returning adult students as well as traditional students who may be place-bound. This would allow us to serve a new student base. Also served will be currently enrolled undergraduate students as well as incoming undergraduates. With additional resources to support students in gateway math and English courses, as well as advisors to support proactive advising, we will increase our retention, progression, and graduation rates.

Without this funding, it will be difficult to develop high quality online programs for returning adults, provide corequisite support, or fully implement our proactive advising plan, hindering us from fully implementing the Complete College America game changer strategies that are part of Idaho's Momentum Pathways Project.

AGENCY: College and Universities

Agency No.: 510

FY 2021 Request

FUNCTION: University of Idaho

Function No.: 04

Page 1 of 6 Pages

ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.02</b>		Title: <b>College of Law Boise Expansion</b>			Priority Ranking 2 of 4
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	19.00				19.00
PERSONNEL COSTS:					
1. Salaries	2,000,400				2,000,400
2. Benefits	634,800				634,800
TOTAL PERSONNEL COSTS:	2,635,200				2,635,200
OPERATING EXPENDITURES by summary object:					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. Moscow Menard Room 104 Technology Upgrades (OT)	250,000				250,000
2. Boise ILJLC Room 313 Technology Upgrades (OT)	100,000				100,000
TOTAL CAPITAL OUTLAY:	350,000				
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	2,985,200				2,985,200

**Description:**

The College of Law seeks funding to support its two-location operation in Boise and Moscow. The College's expansion in Boise has relied almost entirely on funds generated by the law student professional fee. But this funding source has not been sufficient to support the full cost of the expansion, or to serve our students adequately. In addition, reliance on professional fee revenue has both significantly increased the costs borne by students, and created a structural imbalance that will only increase that reliance on students in the future. This is inconsistent with our duty to serve the public as the state's public law school. Because most of the costs associated with the expansion of our operations are in payroll, this request seeks funding for faculty and staff lines currently funded by the student professional fee. This funding is critical to the continued success of our students in both locations. It will allow us to offer in-person career development,

academic success, student-support, and bar-exam preparation services in both locations. Because of the personal and often sensitive nature of these services, the opportunity to develop in-place relationships with staff at the College of Law is crucial to our students' long-term success. In addition, the funding will allow us to offer experiential learning opportunities with full-time faculty—opportunities that provide students with the knowledge and skills they need to be successful advocates from day one of their professional careers. In sum, this funding will stabilize the College's financial condition, reduce our reliance on student fees, and secure our ability to continue serving the state by providing high-quality, affordable legal education that ensures the long-term success of our students and the people and businesses they will serve.

Since 1909, the University of Idaho College of Law has provided a high-quality, affordable legal education to Idaho residents and our neighbors throughout the Pacific Northwest and Northern Rockies. After more than a century, our primary goal remains to ensure that all Idaho residents—whatever their means or origins—have access to an affordable legal education, and thus can return to their homes and hometowns to provide legal services that reach all of Idaho. Our purpose is to serve the entire state—Bonners Ferry to Boise, Preston to Potlatch.

In 2010, as part of our effort to serve all of Idaho, the College of Law began offering courses in Boise. Beginning with the 2010-2011 academic year, students could complete their entire third year in Boise. In the 2014-2015 academic year, students could finish their second and third years in Boise, after attending law school in Moscow for their first year. And finally, beginning in 2017-2018, students could complete all three years of legal study in either Moscow or Boise.

Now completing our second year of offering all three years in both Moscow and Boise, we can confirm that the effort has been successful and the future continues to look promising. The College is already at capacity in Boise, and Moscow continues to attract highly-credentialed students. The College's enrollment is strong. From 2017-2018 to 2018-2019, our entering student enrollment increased by more than 6%, and the information available as of this writing (June 6, 2019) indicates that the College will see an even larger year-to-year increase for the class that enters in fall 2019. Current enrollment numbers suggest that our next class could be the largest in the College's history.

But operating a single law school in two locations, 300 miles apart, and serving a state of Idaho's size and diversity does come with some costs. Since 2010, when the College began its significant expansion into Boise, it has added 10 staff and 10.5 faculty positions. Combined with increased operational costs associated with two locations, the College's total costs have increased approximately \$2.7 million per year since 2010 as a result of our expansion into Boise. Although the College of Law did receive an appropriation of \$400,000 to help fund the Boise expansion, the majority of the funding has come from our students. But that funding is not sufficient to cover the full cost.

The cost paid by students in the College of Law consists of two basic components: tuition paid to the University and a professional fee dedicated to the College of Law. The professional fee paid by students has increased from \$6,220 during the 2009-2010 academic year to \$12,384 for the upcoming 2019-2020 academic year. The increase in

the law school professional fee has served multiple purposes, but the primary purpose has been to fund the expansion into Boise. The effect on our students has been significant.

In 2009-2010, the year before the College started the expansion into Boise, our combined tuition and fees were \$11,776 for residents and \$16,924 for non-residents. Ten years later, for the upcoming 2019-2020 academic year, our combined tuition and fees will be \$22,260 for residents and \$41,496 for non-residents. This increase has largely eliminated our competitive advantage relative to other law schools in the region (e.g., our non-resident tuition is now more than the tuition at Gonzaga Law in Spokane), significantly increases the debt load for our students, and limits our students' ability to seek public-service or other employment in Idaho's small towns and cities where salaries are not what they might be in larger metropolitan areas.

Over the past decade, the College of Law has proven the viability of a two-location operation that can serve the entire state. The College's enrollment is growing, and demand remains high in both Moscow and Boise. With limited additional public funding, the College has succeeded through increased efficiencies, reduced programing, the dedication of faculty and staff, and—most significant—increased fees paid by our students. But those efforts are not enough. The College now seeks the public's support to ensure its continued success as Idaho's public law school throughout its second century.

### **Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The College of Law is requesting ongoing funding to support ten faculty positions and nine staff positions currently funded by the law student professional fee. Although the faculty positions are not all physically located in Boise, they do represent the ten new positions required by the Boise expansion, and the funding for these positions was transitioned to the law student professional fee to free up general education funding to support other aspects of the expansion into Boise. The staff positions are all new positions physically located in Boise and required by the Boise expansion. The amounts requested are based on the FY20 salary for each position, with an additional 3% to estimate increases for FY21.

In addition, the College is requesting one-time funding to support upgrading its ability to provide both classes and events that serve both our Moscow and Boise locations. Our current technology is inadequate and prohibits us from providing interactive distance education experiences in our large classrooms.

## 2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Position	Exempt/CL	FTE	Salary	Benefits	PCTotal
Dean	Exempt	1.00	\$298,833	\$73,063	\$371,896
Regular Faculty-Academic Year	Exempt	1.00	\$158,334	\$44,189	\$202,523
Regular Faculty-Academic Year	Exempt	1.00	\$150,591	\$42,598	\$193,189
Regular Faculty-Academic Year	Exempt	1.00	\$144,473	\$41,341	\$185,814
Associate Dean for Boise	Exempt	1.00	\$144,866	\$41,421	\$186,287
Regular Faculty-Academic Year	Exempt	1.00	\$143,156	\$41,070	\$184,226
Associate Dean for Students	Exempt	1.00	\$144,866	\$41,421	\$186,287
Regular Faculty-Academic Year	Exempt	1.00	\$142,955	\$41,029	\$183,983
Clinical Faculty-Academic Year	Exempt	1.00	\$95,000	\$31,173	\$126,173
Regular Faculty-Academic Year	Exempt	1.00	\$110,000	\$34,256	\$144,256
Director of Career Development, Boise	Exempt	1.00	\$54,288	\$22,807	\$77,095
Director of Student Affairs, Boise	Exempt	1.00	\$68,085	\$25,642	\$93,728
Assistant Director of Admissions, Boise	Exempt	1.00	\$62,901	\$24,577	\$87,478
Director of Student Success, Boise	Exempt	1.00	\$62,987	\$24,594	\$87,581
IT User Support Specialist	Classified	1.00	\$43,041	\$20,969	\$64,010
IT User Support Specialist	Classified	1.00	\$53,410	\$23,214	\$76,624
Clinical Services Coordinator	Classified	1.00	\$42,205	\$20,788	\$62,993
Administrative & Faculty Assistant	Classified	1.00	\$41,198	\$20,570	\$61,768
Administrative & Faculty Assistant	Classified	1.00	\$39,163	\$20,129	\$59,292
		<b>19.00</b>	<b>\$1,781,335</b>	<b>\$529,182</b>	<b>\$2,310,517</b>

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

This request only addresses the faculty and some staff positions required by our expansion into Boise, although covering those positions helps address other areas. There have been many other effects, including the additional staff hires mentioned above. The most significant non-monetary human resources consequences are the increased demands on existing administrators and staff who are now tasked with managing a law school that spans 300 miles and two time zones, and on faculty who teach in both locations via distance technology. Due to the financial constraints this request seeks to remedy, the College has sought out all possible efficiencies, in some cases eliminating positions. The College of Law's staff and administrators are all extremely dedicated to the College and its future, and often perform work well in excess of that described in their position descriptions. This situation, although heartening, is likely not sustainable.

- c. List any additional operating funds and capital items needed.

The College of Law offers 12-16 hours of distance classes per day, throughout the year, and thus relies substantially on the ability to connect the two locations. In addition, we attempt to hold student meetings and activities, events, and faculty and staff meetings jointly in Moscow and Boise. The current situation does not serve all of our needs. While the College does have the capacity to connect our smaller classrooms, the larger classrooms cannot interact, and the College lacks the ability to have all of a single cohort of students meet in one virtual classroom. Similarly, large events like the Bellwood Memorial Lecture and its associated programming cannot be shared interactively, and thus both our students and the public miss out on the opportunities these events provide. The technology in our building in Moscow is completely out of date and malfunctioning, is no longer supported by the manufacturer, and needs to be replaced in its entirety. The basic technology in our building in Boise is adequate, but the room was not set up as a distance education classroom, and thus requires modifications to serve that purpose. Our ability to connect the two locations in a truly interactive fashion is critical to our continued ability to serve the state and the University's land-grant mission.

#### **Boise—ILJLC Room 313**

Sound baffling/dampening. Materials and labor.	\$50,000.00
Displays and camera	\$17,000.00
Microphones and sound processor	\$10,000.00
Miscellaneous AV equipment, cabling, engineering, design, and installation	\$23,000.00
<b>Total</b>	<b>\$100,000</b>

#### **Moscow—Menard Room 104**

Video Conference Equipment (Cameras and codec)	\$20,000.00
Projectors	\$20,000.00
Control System and programming	\$15,000.00
Motorized Projector Screens	\$15,000.00
Microphones and sound equipment	\$30,000.00
Miscellaneous AV equipment, cabling, networking, engineering, design, and installation	\$150,000.00
<b>Total</b>	<b>\$250,000</b>

- d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)

The College compared its operating costs in 2009-2010 (the year before the expansion into Boise, when overall enrollment numbers were near a historic peak but similar to current numbers) to its current operating costs, focusing specifically on the increases in faculty and staff that were required to make the Boise expansion work. There were also additional increases in operating costs, facilities, and in the library, but over 90% of the additional costs were in payroll. The College then subtracted additional funding it received from the state to support the Boise expansion, yielding an overall increase of approximately \$2.4 million in operating costs. This request thus reflects both the increase in the number of faculty positions required to support the Boise expansion, and the overall increase in total costs to operate the College.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request is for ongoing funds to support faculty salaries in both Boise and Moscow. Stabilizing both the law student professional fee and the College's overall financial position will allow us to rebuild our competitive advantage relative to other regional law schools, which will allow for continued enrollment growth, and thus continued increases in revenue without increasing the per student cost.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Ultimately, this request serves Idaho's citizens, both those who wish to attend law school and those who require affordable legal services. As the state's public law school, it is our mission to serve the public and support a legal profession that can provide affordable legal services throughout the state. Our ability to serve both sides of this equation—the Idaho residents who wish to enter law school and the people they will serve after successfully completing that journey—is dependent on our ability to provide a high-quality legal education at a cost that makes sense in our state and region. The legal profession is fundamentally a service profession, providing the advice and counsel that helps the economy expand, builds businesses, protects fundamental rights, and provides assistance in the very worst of situations. Unfortunately, the College's continued viability, and ability to serve the public, will suffer substantially if it does not receive this funding. The College's other options at this point are to decrease the services it provides significantly, on top of reductions in services already required, or to continue to increase the costs borne by our students. This will, of course, have a negative effect on our ability to attract good students and provide a legal education consistent with the expectations of Idaho's citizens. That outcome is inconsistent with the University's land-grant mission, and our obligations



to serve the state and her people. The College of Law has served Idaho for over a century, and intends to be here serving the state a century from now.

AGENCY: College and Universities

Agency No.: 510

FY 2021 Request

FUNCTION: University of Idaho

Function No.: 04

Page 1 of 2 Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

Idaho Law and Justice Learning Center Rent – Funding Transfers					
A: Decision Unit No: <b>12.04</b>	Title:		Priority Ranking 4 of 4		
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Funding shift from Idaho Supreme Court	90,000				90,000
TOTAL OPERATING EXPENDITURES:	90,000				90,000
CAPITAL OUTLAY by summary object:					
Idaho Center for Plant and Soil Health					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	90,000				90,000

**Description:**

The University of Idaho College of Law and the Idaho Supreme Court share space within the Idaho Law and Justice Learning Center (ILJLC) which is leased from the state via an MOU which requires rental payment to the Department of Administration. The current arrangement is that the Department of Administration bills only the University of Idaho for the full space; however when funds were first appropriated for this space \$90,000 was appropriated to the Idaho Supreme Court based on the amount of space they initially occupied in the ILJLC and the remainder was appropriated to the University of Idaho. This split funding requires that the University of Idaho invoice the Idaho Supreme Court

each year in order to receive their \$90,000 in funding and then pay the full amount owed to the Department of Administration.

This request is to shift the \$90,000 in base state general funds that was originally appropriated to the Idaho Supreme Court to the University of Idaho, thereby aligning the funding with the entity responsible for making payment to the Department of Administration. This proposed change has been communicated to and is supported by the Division of Financial Management as a method to streamline funding.

**Questions:**

**1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

A shift of \$90,000 from the Idaho Supreme Court to the University of Idaho is being requested. There is no staffing impact and no new funding being requested.

**2. What resources are necessary to implement this request?**

No new resources are necessary; this is a shift of existing resources from the Idaho Supreme Court to the University of Idaho.

**3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

This request is ongoing as it is for a permanent shift of \$90,000 from the Idaho Supreme Court to the University of Idaho.

**4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

This funding shift would simplify the administration of the ILJLC space for both the University of Idaho and the Idaho Supreme Court by eliminating the need for interagency invoicing. If not funded, the current inefficient and non-value added process would remain in place.

AGENCY: Lewis-Clark State College

FUNCTION: General Education

ACTIVITY: Adult Learner Services

Agency No.: 511

Function No.: 05

Activity No.:

FY 2021 Request

Page 1 of 4 Pages  
Original Submission X or  
Revision No. \_\_\_\_

A: Decision Unit No: 12.01		Title: <b>Adult Learner Services</b>			Priority Ranking 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.00				2.00
PERSONNEL COSTS:					
1. Salaries	\$303,000				\$303,000
2. Benefits	\$86,600				\$86,600
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$389,600				\$389,600
OPERATING EXPENDITURES by summary object:					
1. Travel	\$0				\$0
2. Operating Expense	\$65,000				\$65,000
TOTAL OPERATING EXPENDITURES:	\$65,000				\$65,000
CAPITAL OUTLAY by summary object:					
1. PC and workstations (two)	\$6,000				\$6,000
2. Assistive Technology	\$67,000				\$67,000
3. Security Cameras	\$87,000				\$87,000
TOTAL CAPITAL OUTLAY:	\$160,000				\$160,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$614,600				\$614,600

**Description:** Inspired by the new Complete College America (CCA) strategy, *A Better Deal for Returning Adults*, and building on Lewis-Clark's long tradition of serving non-traditional students, this FY21 Line Item request is focused on the Adult Learner Program (ALP). In our line item request for FY21, we requested staff positions to support a full ALP. While no funds were received, through internal reallocation, we were able to utilize existing staff and resources to launch the program. There are many important components of the program which will require dedicated staff as the program gains traction – for now, we are exploring accelerated terms, creating structured schedules, ensuring student support offices are open at alternative times, enhancing our focus on Prior Learning Assessment (PLA). We have also received Workforce Development Council funds for an ALP marketing campaign. As we roll out the program, there are critical positions where we have insufficient resources, which is the subject of this FY21 request.

Alignment with institution/ Board strategic plans: Development of an Adult Learner Program fits with SBOE's FY19 Goals 2 (Educational Attainment) and 3 (Workforce Readiness). The program aligns with LCSC's 2018-2023 Strategic Plan *Goal 2 Increase student enrollment, retention and completion: Objective 2.B. Increase the number of non-traditional, adult learners enrolled in degree programs*. LCSC's Core Theme I. *Opportunity: Expand access to higher education and lifelong learning* provides a fitting backdrop for this initiative.

Performance Measures: Relevant FY19 SBOE measures include Percentage of Idahoans (ages 24-35) who have a college degree or certificate requiring one academic year or more of study—benchmark: 60%. LCSC measures: 1) Number of adult learners age 25 or older and 2) increase in online headcount, as well as 3) number of degrees or certificates awarded.

### **Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Lewis-Clark State College seeks funds to retain high quality, experienced key faculty and staff. In support of adult learner initiatives, faculty and staff will be expected to make contributions to the program by expanding work hours, modalities and teaching and learning strategies to best teach and meet the support services needs of 25+ year olds who are balancing work and family obligations, along with school. In other words, faculty and staff will be expected to do new work and to do more work, often at alternative hours and employing different methodologies. LCSC has updated its Duty Assignment Policy to clearly state that evening and weekend hours, as well as alternate teaching and communicating delivery modes (e.g., face-to-face, online, hybrid, real-time chat, etc.) will be expectations across LCSC faculty and staff employees to meet the needs of the Adult Learner program participants, and enhance the education experience among all LCSC students. Specifically, funds are requested to address longstanding and growing faculty and staff salary compression and equity issues, which is also in alignment with LCSC's Strategic Plan Goal #4.B., *Bring 8% of employees to 80% of policy each year*. To fully address compensation issues at the College, more than \$1 million of ongoing monies are needed. This current request will make a significant down payment on achieving the institution's compensation goals which simultaneously addresses the need to provide broader coverage through differential shift and non-traditional hours.

Lewis-Clark State College has historically seen part of its niche as service to non-traditional and first-generation College students. In order to better serve those students and provide a campus that is accessible and safe for all, the objective of this FY21 line item is to first create better access for students and adult learners with disabilities. According to a May 19, 2016 briefing Paper from the National Council on Disability, "Students with disabilities are attending postsecondary education at rates similar to nondisabled students but the

completion rates are significantly lower (only 34 percent finish a four-year degree in eight years), indicating the possibility of inadequate or inappropriate supports and services.” In order to support students with disability needs, and seeking to meet what is a growing need at the college, LCSC is requesting support for a full-time Disabilities Services Coordinator, with substantial funding to help provide advising, support and equipment.

Lewis-Clark State College requests on-going funding for a full-time (1.0 FTE) Disability Services Coordinator and additional resources to support compliance with the Americans with Disability Act related to classroom and service accommodations. The college has relied upon counseling staff to perform this function since the early 1990s. But, as demand for student counseling has grown in addition to demand for disability accommodations, this model is no longer sustainable. Internal reorganization and reallocation have occurred. However, the complexities of developing accommodations for students in all facets of their educational experience, plus the growing number of requests filed by students (an increase of 18% from the 2015-16 academic year to the 2017-18 academic year) justify this request. Further, the expenses associated with accommodating student disabilities have also increased. Federal requirements for accommodating hearing-impaired students, for example, have changed such that only interpreters with specific certifications are considered “appropriate.” Costs for such interpreters can be as much as \$42 per hour – especially in North Central Idaho, which has a limited pool of interpreters in general. Specialized computer equipment required by students with visual impairments or other high tech equipment, which the college is required by federal law to provide, also represent a growing financial burden for the institution. The demand for assistive technology, interpreter services, and similar support has more than doubled in two years.

Lastly, LCSC requests further campus security, including the addition of an after-hours Security Officer in support of after-hours programming. With an increase in adult learners on campus, particularly during after-hours, there is a commensurate need for increase in Security personnel to maintain a safe and welcoming campus experience. Accompanying this personnel request is a proposal to add further surveillance cameras to the campus to provide greater security as the hours of campus operations expand.

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Title	Salary	FT or PT	Benefit Elig	Date of Hire	Term Service
Employee Retention	\$216,000	NA	Yes	July 1, 2020	12-month
Disabilities Services Coordinator	\$60,000	1.0 FTE	Yes	July 1, 2020	12-month
After Hours Security Officer	\$27,000	1.0 FTE	Yes	July 1, 2020	12-month

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Through the program prioritization process, existing resources will be reallocated to support online course development. As previously referenced, the Financial Aid, Advising, and Counseling offices will be directed to expand their business hours into the evening or perhaps on Saturdays, to accommodate the adult learners.

- Disabilities Services Coordinator, the College requests \$67,000 in ongoing funding to support the hiring of sign language interpreters and other accommodations for students, and further requests \$3,000 for a computer workstation (total \$70,000).
  - One-time capital outlay of \$87,000 for security cameras to support the after-hours security officer plus \$3,000 for a computer workstation (total \$90,000).
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

To create a comprehensive and sustainable program, with the exception of Capital Outlay, the request is for ongoing State General Funds. The attached spreadsheet lists requested positions in order of priority.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The ALP will serve adults in LC's service regions. Receipt of funding will allow for excellent instruction, accessible support services and a safe campus environment LCSC is committed to meeting the needs of non-traditional students and adult learners.

Note: While the focus of this request is on a new Adult Learner Program, each of the requested positions will also benefit current and future LCSC students.

**AGENCY: Lewis-Clark State College**

FUNCTION: General Education

ACTIVITY: Program Expansion,  
Enhancement, and Compliance

Agency No.: 511

Function No.: 05

Activity No.:

FY 2021 Request

Page 1 of 4 Pages

Original Submission X or

Revision No. \_\_\_\_

Program Expansion, Enhancement, and Compliance					
A: Decision Unit No: <b>12.02</b>	Title:			Priority Ranking 2	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.00				3.00
PERSONNEL COSTS:					
1. Salaries	\$174,800				\$174,800
2. Benefits	\$71,400				\$71,400
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$246,200				\$246,200
OPERATING EXPENDITURES by summary object:					
1. Operating Expense	\$12,300				\$12,300
TOTAL OPERATING EXPENDITURES:	\$12,300				\$12,300
CAPITAL OUTLAY by summary object:					
1. PC and workstation (three)	\$9,000				\$9,000
TOTAL CAPITAL OUTLAY:	\$9,000				\$9,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$267,500				\$267,500

**Description:** Consistent with FY2021 request guidelines, enhancing and expanding existing, successful programs require additional attention to federal, state, and local compliance requirements. Assessment of compliance measures on campus indicate that in order to effectively manage the requirements of the Governor's Task Force on Higher Education, current staffing and technology must be supplemented to an extent that requires more than merely reallocating internal funding. A Cybersecurity Analyst would allow the College to think about addressing potential threats in a more comprehensive way.

Through assessment and accreditation processes, LCSC became aware of the many areas across campus where environmental safety standards are required. However, many different people address environmental safety in their own division or department, but no one office holds oversight for such standards. Lewis-Clark State College is the only four-year institution in Idaho without a distinct Environmental Health and Safety



Department. Establishment of this position would be the beginning of the creation of clear policies and procedures to support compliance on issues such as waste disposal, hazardous material disposal, and operational safety.

The addition of an Athletic Trainer/Instructor who would provide on-field medical support to student-athletes, similarly addresses compliance objectives through adherence to the standards set forth in the Recommendations and Guidelines for Appropriate Medical Coverage of Intercollegiate Athletics (AMCIA) and the NAIA.

Alignment with institution/ Board strategic plans: This request fulfills the State Board of Education's Goal 1, Objective C (Higher Level of Educational Attainment – Increase successful progression through Idaho's educational system) and its superordinate goal of the State Board of Education to provide a secure and safe environment to support LCSC's learning objectives and assures compliance with standards set forth by the Governor's Task Force on Cyber-Security. It further supports LCSC's Strategic Plan Goal 2, to increase student enrollment, retention and completion by assuring equal access for all students and LCSC's Strategic Plan Goal 3, to foster inclusion throughout campus culture and processes.

Performance Measures: Relevant FY19 SBOE measures include Percentage of Idahoans (ages 24-35) who have a college degree or certificate requiring one academic year or more of study—benchmark: 60%.

### **Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

In order to support the safety of students, both traditional and adult learners, resources need to be driven to customer service, requiring new funding streams to support cybersecurity initiatives. A 1.0 FTE Cybersecurity Analyst is requested to fully implement the Governor's Cybersecurity Executive Order 2017-02, and to address critical security controls included in the Order. To thwart continuous cyber threats, the position will focus on procuring appropriate systems, maximizing the capabilities of existing systems, and professionalizing employee awareness on matters involving cybersecurity. The request derives from priorities established through LCSC's annual assessment process, which is an outgrowth of the program prioritization initiative established by the State Board of Education. The campus assessment included the on-going two-year statewide analysis of all agencies, which has been led by cybersecurity experts in the governor's office. In order to meet the expectations of Executive Order 2017-02, it became apparent that the current personnel structure within IT to address these needs through fractions of multiple positions is not efficient in addressing cybersecurity needs.

In summary: 1) This position will develop better campus initiative to educate students, faculty and staff about cybersecurity issues and create awareness of the appropriate ways to respond to various threats; and 2) This position will help LCSC build a more secure infrastructure, and monitor internal irregularities as well as external threats.

The College also seeks funding for a 1.0 FTE Environmental Health & Safety Specialist. This position will allow the college to operate in accordance with best practices regarding potentially hazardous materials, and will be responsible for the creation of institution-wide policies and protocols. The responsibilities associated with this position are currently subsumed by several campus personnel, thus putting the college at risk for inconsistent handling of hazardous materials. By creating this position, the staff tasked with this responsibility will be able to focus on other aspects of the college's operation including support of adult learner and other enrollment initiatives. The Environmental Health & Safety Specialist will go beyond ensuring compliance by helping to establish laboratory procedures that will serve as a model for students in their chosen professions.

In order to: 1) Support students engaged in the College's successful athletic programs; and 2) Further the College's ability to provide instructional staff for the growing Movement and Sport Science department, the request is being made for an additional full-time Athletic Trainer (AT)/Instructor. Specific to athletic training: the NAIA adopted the National Athletic Training Association's (NATA), appropriate medical coverage recommendations and guidelines. These guidelines were established to help institutions protect against liability-related issues associated with providing adequate care to student-athletes. LCSC's sports menu includes 12 sports. As such, LCSC is currently not in compliance with the NATA's AMCIA recommendations pertaining to athletic training staffing levels and appropriate healthcare for student-athletes. Based on the guidelines, LCSC should have 4.0 full-time athletic trainers, not including the increased requirements associated with women's soccer and with Title IX compliance. LCSC currently employs 2.4 AT's. A 3rd AT is essential to LCSC's Title IX compliance plan and the addition of women's soccer (which is considered a contact sport and requires daily on-field medical supervision and travel). This position will also supplement instructional needs associated with LCSC's exercise science and kinesiology curricula – particularly in areas of sport fitness and wellness.

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Title	Salary	FT/PT	Benefit Elig	Date of Hire	Term
Cybersecurity Analyst	\$75,000	1.0 FTE	Yes	July 1, 2020	12-month
Environmental Health & Safety Specialist	\$60,800	1.0 FTE	Yes	July 1, 2020	12-month
Athletic Trainer/Instructor	\$39,000	1.0 FTE	Yes	July 1, 2020	12-month

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Existing operations will be positively impacted by creating centralized recordkeeping, processes and policies to protect the institution and the various constituencies it supports. Existing employees will be freed from the responsibility of researching and determining best practices, allowing faculty, in particular, to focus on implementing compliance, rather than researching compliance. Further, establishment of best practices across the institution will elevate awareness of concerns and issues that can be more easily and quickly addressed.

- c. List any additional operating funds and capital items needed.

Operating funds for the other two positions include basic office support/supplies, and the addition of a Cisco Umbrella license (\$7,800), which extends domain name/phishing protection and provides content filtering. Capital Outlay includes a computer workstation for each of those two requested positions, totaling an additional \$9,000.

- 3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

With the exception of Capital Outlay, the request is for ongoing State General Funds.

- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

All the requested items support either existing or future students, particularly to attract students who may need to have disability requirements met. Although the institution has engaged in the continual reallocation of funds to support these students, the cost to do so continues to outpace our ability to reallocate funding. The College acknowledges that compliance support may seem a little less attractive for funding purposes, but is essential in order to address the growing areas of required compliance that provide a secure environment for students. The College requests the support to better advance its efforts in these areas.

If these positions are not funded, the exposure of the institution to liability due to decentralized processes could create both financial and reputational risk.

AGENCY: Idaho Division of Career Technical Ed

Agency No.: 503

FY 2021 Request

FUNCTION: General Programs

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>CTE Program Expansion</b>			Priority Ranking 1 of 9
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Ongoing annual program expansion	400,000				400,000
TOTAL OPERATING EXPENDITURES:	400,000				400,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	400,000				400,000

**Description:**

As the total number of CTE pathways and programs continue to expand career opportunities for students and provide skilled employees for Idaho business, CTE added-cost funding must be sufficient to meet growth. In addition, the launch of the new CTE Middle School program will require additional added-cost resources. The Middle School initiative will provide greater and earlier exposure to a wide range of career opportunities to help improve student preparation and planning for high school and beyond.

The purpose of program added-cost funding is to provide additional funding resources to CTE programs to ensure high quality equipment and supplies are made available to teachers and programs. Added-cost funding also provides the necessary resources for ongoing teacher professional development, extended work contracts for activities outside the annual teacher contract, and travel to required Career Technical Student Activities.

Added-cost funding ensures a quality program will develop the necessary student learning outcomes to prepare a graduate for their transition to a postsecondary program, apprenticeship or into the workforce.

**Questions:**

**1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

As the total number of pathways/programs continue to grow, added-cost funding must increase to meet the ongoing annual demand of these new programs. This request continues this funding on an ongoing basis. Funding will also be used to review the current funding model to ensure resources are applied equally and effectively across all CTE programs and well as start implementation of the CTE Middle School initiative.

**2. What resources are necessary to implement this request?**

**a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.**

None

**b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.**

None

**c. List any additional operating funds and capital items needed.**

None

**3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

This request is for ongoing funding.

**4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

Added-cost funds collectively benefits students, their teachers, postsecondary faculty, and industry through increased participation, training and collaboration.

If this request is not funded, the division will not be able to financially support the expansion of secondary CTE programs in Idaho.

AGENCY: Idaho Division of Career Technical Ed

Agency No.: 503

FY 2021 Request

FUNCTION: State Administration and Assistance

Function No.: 01

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY:

Activity No.:

Original Submission X or  
Revision No. \_\_\_\_

A: Decision Unit No: <b>12.02</b>		Title: <b>Increased Staff Capacity</b>			Priority Ranking 2 of 9
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries	197,000				197,000
2. Benefits	77,300				77,300
TOTAL PERSONNEL COSTS:	274,300				274,300
OPERATING EXPENDITURES by summary object:					
1. Travel and Operating	10,000				10,000
TOTAL OPERATING EXPENDITURES:	10,000				10,000
CAPITAL OUTLAY by summary object:					
Space Remodel	50,000				50,000
Computer Equipment (3)	9,000				9,000
TOTAL CAPITAL OUTLAY:	59,000				59,000
T/B PAYMENTS:					
LUMP SUM:	0				0
GRAND TOTAL	343,300				343,300

**How connected to institution/agency and Board strategic plans:****Description:**

The Division is requesting three FTP to increase staff capacity for the following critical functions:

Research Analyst, Senior

This position is critical to our ongoing efforts to increase accountability and oversight and to improve student learning outcomes. The need for greater data analysis capacity is the result of the following new initiatives and requirements:

- Implementation of the new federal Perkins V Act (passed by Congress in 2018) requiring new accountability measures;
- Implementation of a new CTE Management System (CTEMS) that will assure greater accuracy of reported student enrollment data and program funding;

- Increased utilization of State Department of Education's ISEE system to assure accuracy of data reported for calculation and distribution of added-cost and Career Technical Schools;
- Implementation of the expanded Program Quality Initiative that requires additional data analysis of the quality of applications;
- Implementation of the "Workforce Incentive" teacher bonus that requires data analysis of qualifying teachers that prepare their students for the workforce; and
- Stronger connectivity with the State Board of Education's Longitudinal Data System.

#### Senior Manager of Student Engagement

As the Division continues its efforts to expand quality CTE offerings and strengthen the career opportunities of students and the talent pipeline for business it is critical that we continue to increase our capacity to more effectively engage with students directly. This engagement includes:

- Improving the recruitment and retention of students into CTE programs starting in Middle School;
- Enhancing more effective student participation in Career & Technical Student Organizations;
- Increasing the understanding and utilization of SkillStack as a means to demonstrate student competencies; and
- Developing closer working relationships with counselors, college and career advisors, and transition coordinators, which is essential to helping assure students effectively connect with and "Go-On" to technical college programs, apprenticeships and career opportunities.

#### CTE Teacher Preparation Manager

Currently, the management and processing of CTE teacher certifications and endorsements is divided between the Division of Career Technical Education and the State Department of Education. The Division and SDE has jointly determined to consolidate and streamline all of the CTE teacher certification responsibilities within the Division of Career Technical Education. This will improve the quality of our service and interaction with teachers and improve the process of CTE teacher endorsements and certification. Additional workload for our Division includes the following:

- Processing of initial and renewal applications of degree-based CTE teacher certificates;
- Development and maintenance of CTE Certification Application packet for degree-based CTE teachers accessible on the CTE website;
- Professional development for new and existing CTE teachers;
- Processing of initial and renewal applications for Alternative Authorization CTE teacher certifications and occupational specialist endorsements; and
- Create and maintain the CTE Assignment Credential Manual.

#### **Questions:**

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

#### Research Analyst, Senior

This request is for one full-time Research Analyst position that will allow the Division to streamline of our data collection procedures, ensure the accuracy and comparability of data, and enable us to better analyze data for our program improvement efforts.

Director of Student Engagement

This request is for one full-time manager of CTE Student Engagement. Student engagement is currently directly accomplished through our team of CTSO managers, as well as indirectly through a number of other employees. This shift would centralize that function and strengthen not only support and outreach, but accountability and oversight of how our programs are communicated to the field and prioritized within the education system.

CTE Teacher Preparation Manager

This request is for one full-time CTE Teacher Preparation Manager to expand the capacity of the Division to accommodate the additional responsibility being received from the State Department of Education to streamline and improve CTE teacher certification and endorsement process.

**2. What resources are necessary to implement this request?**

- a. **List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.**

See attached detail report

- b. **Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.**

No resources will be redirected. This will expand current capacity in this area.

- c. **List any additional operating funds and capital items needed.**

This request includes funding for ongoing operating expenses such as travel, professional development, office related expenses. This request also includes one-time funding to repurpose existing space into offices.

**3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

Personnel and Operating requested is ongoing. Capital is one-time.

**4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

Research Analyst, Senior

Secondary and postsecondary teachers and administrators will benefit from this additional resource, which will allow us to better analyze student outcomes for data driven program improvement. Educators and Division Program Quality Managers will have reliable data and reports to make data- driven decisions on programs and opportunities to improve programs. Without this funding the Division will have not have the ability to insure adequate data analysis to implement important new initiative and continue to improve the quality and accountability of existing CTE funds.



Senior Manager of Student Engagement

Secondary and postsecondary CTE students will benefit from funding this request. The addition of this dedicated position within our office will help ensure students have access to the resources they need, and that information is communicated to teachers and administrators in ways that advocate for CTE and for better student learning outcomes. Counselors, transition coordinators, and college and career advisors will also benefit from having consistent, relevant information about CTE and how it can improve Idaho's go-on rate.

Given the ongoing support and growth of CTE in Idaho, not funding this request will continue to put a strain on existing resources. Consequently, it will limit the Division's ability to maximize support for our students and counselors, jeopardizing the foundation we have worked so diligently to build.

CTE Teacher Preparation Manager

Individuals applying for CTE teacher certifications and endorsement will greatly benefit by an improved process, as well as the schools and students these teachers serve throughout Idaho. Without these funds the Division will be greatly limited in its ability to sustain the increased CTE teacher certification workload.

AGENCY: Idaho Division of Career Technical Ed

Agency No.: 503

FY 2021 Request

FUNCTION: General Programs

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.03</b>		Title: <b>CTE TEACHER PREPARATION</b>			Priority Ranking 3 of 9
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	1,025,000				1,025,000
LUMP SUM:					
GRAND TOTAL	1,025,000				1,025,000

**Description:**

This request is to provide increased support to the Division to help address the on-going, critical CTE teacher shortage in Idaho. It will help provide resources to maintain and expand programs to prepare CTE teachers coming through degree-based University programs and prepare individuals coming from the private sector into the CTE classroom.

University Prepared CTE Teacher Program

For over 20 years, the Division has helped fund the CTE teacher preparation programs at University of Idaho and Idaho State University. This funding is intended to support traditional 4- year degree educator training for CTE teachers. These programs are the primary education pipelines for teachers in the areas of agriculture, business, technology education and family consumer sciences. Due to rising costs for the four year education degrees, the current numbers of student teachers aren't adequate to sustain these programs at the Universities. Without the additional funding provided by the Division, the

degree-based CTE teacher preparation programs at these Idaho Universities would likely close, further jeopardizing the ability of Idaho secondary and postsecondary programs to find qualified CTE teachers. The combination of increased expenses at the Universities, demand for other services from the Division and efforts to improve the teacher pipeline has put the Division's ability to fund these programs in jeopardy.

Funding this request will formalize the support of the CTE teacher preparation programs in Idaho. It will provide more transparency and responsiveness by the Universities because it will be tied to specific teacher-educator positions, will be increasingly based on accountability through established metrics, and will help to elevate the support for these programs.

#### Preparation of CTE Teachers from the Private Sector

In response to the ongoing CTE teacher shortage, the Division implemented a new certification program (INSPIRE) for individuals entering the CTE teaching profession directly from the industry without any out-of-pocket expenses by the new teacher. Historically teachers coming directly from the industry were required to attend formal programs at the Universities at significant cost to them both financially and in terms of time and travel.

The Division implemented the INSPIRE program in fall 2017 and since that time, 66 of the initial 75 teachers will graduate from the 2-year INSPIRE program with 8 of the remaining choosing to complete the university coursework in lieu of INSPIRE. Currently we see that 100% of the initial participants are still in the classroom after 2 years. The second cohort contains 33 enrollees finishing their first year. The Division requires additional funding to maintain this exciting new program which is proving highly successful at both teacher preparation and retention. Funding the ongoing training program for industry prepared teachers through INSPIRE will also increase the ongoing accountability required to ensure a high quality teacher preparation program continues to thrive.

#### **Questions:**

**1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

This request includes the funds directly allocated to University of Idaho and Idaho State University and for ongoing teacher preparation resources.

**2. What resources are necessary to implement this request?**

**a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.**

None

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.**

None

- c. List any additional operating funds and capital items needed.**

None

- 3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

The entire amount of funding is ongoing.

- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

Funding this request will directly benefit our secondary and postsecondary institutions by providing a consistent CTE teacher pipeline. Failing to fund this line item request places the availability of these CTE teacher-preparation programs at risk. The ability to find trained CTE teachers is already a major concern and barrier to expanding quality CTE programs.

AGENCY: Idaho Division of Career Technical Ed

Agency No.: 503

FY 2021 Request

FUNCTION: General Programs

Function No.: 02

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ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.04</b>		Title: <b>Online Course Expansion</b>			Priority Ranking 4 of 9
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Course Development	70,000				70,000
TOTAL OPERATING EXPENDITURES:	70,000				70,000
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	70,000				70,000

**Description:**

In the 2015 legislative session, amendments to Idaho Code 33-2205 (3) and (4) outline the intent that the Division of Career Technical Education will coordinate with the Idaho Digital Learning Alliance (IDLA) to provide approved online career technical education courses.

These initiatives were started in Fiscal Year 2015 using Division funds available for this purpose. One-time funds are being requested for continued course development for career technical education.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The request is for one-time funds of \$70,000 for course creation and inclusion in CTE Digital. The courses would be created by IDLA and offered through its delivery system. The legislature has asked the Division to expand online career technical education course offerings, and we can fulfill this request by working through IDLA. This funding would support creating four to six courses.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

None

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None

- c. List any additional operating funds and capital items needed.

Operating funding requested is for payments to Idaho Digital Learning Alliance, no additional funding is required.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

The entire amount is for one-time funding.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request allows the Division to expand the number of online CTE courses. Over 2,000 students in over 100 school districts have been served by CTE Digital. Not funding this request will limit the number of online CTE courses to the current 10 courses previously developed and offered, and thereby limit the Division's ability to fulfill a legislative ask for more online CTE offerings.

AGENCY: Idaho Division of Career Technical Ed

Agency No.: 503

FY 2021 Request

FUNCTION: Postsecondary

Function No.: 03

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ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.05</b>	Title <b>Postsecondary Package</b>			Priority Ranking 5 of 9	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	9.00				9.00
PERSONNEL COSTS:					
1. Salaries	517,800				517,800
2. Benefits	217,900				217,900
3. Group Position Funding	76,400				76,400
TOTAL PERSONNEL COSTS:	812,100				812,100
OPERATING EXPENDITURES					
By summary object:					
5051 – Employee Development	7,300				7,300
5151 – Professional Services	65,000				65,000
5351 – Employee Travel	9,400				9,400
5401 – Administrative Supplies	19,000				19,000
5551 – Computer Supplies	5,000				5,000
5651 – Institutional Supplies	21,000				21,000
5701 – Specific Use Supplies	16,800				16,800
5751 – Insurance	2,500				2,500
5961 - Miscellaneous	300				300
TOTAL OPERATING EXPENDITURES:	146,300				146,300
CAPITAL OUTLAY					
By summary object:					
6401 – Computer Equipment	241,100				241,100
6501 – Education Materials/Equipment	489,500				489,500
6701 – Office Equipment	1,500				1,500
6801 – Specific Use Equipment	18,000				18,000
TOTAL CAPITAL OUTLAY:	750,100				750,100
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	1,708,500				1,708,500

**Description:**

Summary page for the following 28 pages of support.

# Postsecondary Line Item Request Summary - FY 2021

**ATTACHMENT 19**

General Fund (0001)	R1 - NIC				R2 - LCSC	R3 - CWI			R4 - CSI	R5 - ISU			R6 - CEI	Total
Priority	1	2	3	4	1	1	2	3	1	1	2	3	1	All
Personnel Costs														
Salaries		56,200		51,700	42,800	85,000		57,000	170,000				55,100	517,800
Benefits		23,800		22,900	21,200	30,300		24,200	71,800				23,700	217,900
Group	60,000		16,400											76,400
Total Personnel Costs	60,000	80,000	16,400	74,600	64,000	115,300	0	81,200	241,800	0	0	0	78,800	812,100
FTP	0.00	1.00	0.00	1.00	1.00	1.00	0.00	1.00	3.00	0.00	0.00	0.00	1.00	9.00
Operating Expenditures														
5051 - Employee Development	1,300					2,000	2,000	2,000						7,300
5151 - Professional Services	25,000					10,000	10,000						20,000	65,000
5351 - Employee Travel	4,400	1,500		2,000				500					1,000	9,400
5401 - Administrative Supplies					3,000				11,000				5,000	19,000
5551 - Computer Supplies							2,000	3,000						5,000
5651 - Institutional Supplies						3,000	3,000		15,000					21,000
5701 - Specific Use Supplies	4,300	500		2,000	10,000									16,800
5751 - Insurance	2,000							500						2,500
5961 - Miscellaneous		300												300
Total Operating Expense	37,000	2,300	0	4,000	13,000	15,000	17,000	6,000	26,000	0	0	0	26,000	146,300
Capital Outlay (One-Time)														
6401 - Computer Equipment				78,300	1,500	21,500	21,500			82,300			36,000	241,100
6501 - Educ - Material/Equip				19,500	1,000					288,000	51,000	120,000	10,000	489,500
6701 - Office Equipment					1,500									1,500
6801 - Specific Use Equipment	3,000												15,000	18,000
Total Capital Outlay	3,000	0	0	97,800	4,000	21,500	21,500	0	0	370,300	51,000	120,000	61,000	750,100
Total Request	100,000	82,300	16,400	176,400	81,000	151,800	38,500	87,200	267,800	370,300	51,000	120,000	165,800	1,708,500
				375,100				277,500				541,300		

NIC 1 - Dental Hygiene  
NIC 2 - Business Management  
NIC 3 - Wastewater Treatment Technology  
NIC 4 - Cybersecurity Advanced AAS Expansion

CWI 1 - Database Admin  
CWI 2 - Cybersecurity Advanced AAS Expansion  
CWI 3 - Paramedic

ISU 1 - CoT EAMES: Furn, Fix  
ISU 2 - CAT Tier 4 Trainer Engine  
ISU 3 - CNC Mills

LCSC 1 - Hospitality and Culinary

CSI 1 - Apprenticeship and Apprenticeship for Credit Expansion

CEI 1 - Drafting Technology Program



# North Idaho College

## Line Item Questions - FY 2021

### Priority 1 - Dental Hygiene

#### Supports institution and SBE strategic plans:

Request supports NIC Core Theme I - Student Success: To provide access to an education environment that helps students attain their education goals; Core Theme II - Educational Excellence: To provide diverse, quality educational opportunities that promote lifelong learning; Core Theme III - Community Engagement: To meet the diverse educational needs of employers and the communities we serve. Request supports Board Goal 1 - A Well Educated Citizenry, 1. ICTE Objective: Student Success - create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements; Board Goal 3 - Effective and Efficient Educational System, 8. ICTE Objective: Funding Quality Programs - secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry

#### 1) What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Priority request to fund Dental Hygiene Program satellite site in the LCSC area. Program was originally established through TAACCCT grant received by North Idaho College in October 2014; program director was hired in 2015; 2015-2016 curriculum developed; Idaho State Board of Education approval, December 2016; initial self-study submitted to accrediting body CODA, October 2016; institutional accreditation approval through NWCCU, April 2017; ICTE line item request for NIC program approved FY19 to transition program off of TAACCCT grant; CODA site visit scheduled - September/October 2019; first student cohort acceptance fall 2020

#### 2) What resources are necessary to implement this request? (Describe positions, existing labor, and any capital items). Financial details are on the Budget sheet.

Personnel: Adjunct Faculty Yr 1 - maximum 19.5 hours per week - non-benefited hourly position @ \$30.90 per hour; Adjunct Faculty Yr 2 - maximum 19.5 hours per week - non-benefited hourly position @ \$30.90 per hour; Part-Time Staff Administrative Assistant - maximum 19.5 hours per week - non-benefited hourly position @ \$14.00 per hour; Part-Time Dental Assistant - maximum 19.5 hours per week - non-benefited hourly position @ \$16.00 per hour; Capital Expense includes equipment for lab/clinic \$3,000.00; Operating Expenses include clinical mileage, faculty professional development, contracts with supervising dentists, and insurance for supervising dentists.

#### 3) Completed within Budget sheet

#### 4) Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Five students (mandated by CODA per faculty:student ratio) will be served in the LCSC area by this NIC satellite location. It is important to note that LCSC's Dental Clinic is fully equipped and functional based on a past partnership between LCSC and Lane College. Thus, initial start up costs to establish a dental clinical have been met. If this request is not funded, students and the community will be impacted. LCSC's advising services have maintained contact with NIC regarding students interested in the Dental Hygiene program. Dental clinics in the LCSC area have been attending meetings in Coeur d'Alene to assist with implementation. The Idaho State Board of Dentistry is also very interested in this program opening and will be participating in the upcoming CODA site visit this fall.

#### 5) If this is a high-priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. There are many requests and this request will replace some of those requested in previous years.

This request was #3 last year; priority #1 and #2 from last year have been tabled until direction from NWCCU, SDE, and ICTE on apprenticeship framework and competency based education has been further outlined.

# North Idaho College

## Line Item Request - FY 2021

Priority: 1  
 Line Item Title: Dental Hygiene

If this request includes personnel, complete the following:

Ongoing or One-Time	Hourly Rate*	FTP	Position Title
Ongoing	30.90		Adjunct Faculty Yr1 (.25 FTP) See
Ongoing	30.90		Adjunct Faculty Yr2 (.25 FTP) See
Ongoing	14.00		PT Admin Asst for Dental Clinic (.1
Ongoing	16.00		PT Dental Assistant (.15 FTP) See
	91.80	0.000	

	Ongoing	One-Time	
<b>Personnel Costs</b>			
Salaries	0		
Benefits	0		
Group	60,000		
Total	60,000	0	60,000

**Operating Expenditures** (by Summary Object)

5701	4,300		Specific Use Supplies
5351	4,400		Employee Travel
5051	1,300		Employee Development
5151	25,000		Professional Services
5751	2,000		Insurance
Total	37,000	0	37,000

**Capital Outlay** (by Summary Object)

6801	3,000		Specific Use Equipment
Total	3,000	0	3,000

<b>Total Request</b>	100,000	0	100,000
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# North Idaho College

## Line Item Questions - FY 2021

### Priority 2 - Business Management

#### Supports institution and SBE strategic plans:

Request supports NIC Core Theme I - Student Success: To provide access to an education environment that helps students attain their education goals; Core Theme II - Educational Excellence: To provide diverse, quality educational opportunities that promote lifelong learning; Core Theme III - Community Engagement: To meet the diverse educational needs of employers and the communities we serve. Request supports Board Goal 1 - A Well Educated Citizenry, 1. ICTE Objective: Student Success - create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements; Board Goal 3 - Effective and Efficient Educational System, 8. ICTE Objective: Funding Quality Programs - secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry.

#### **1) What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

Personnel and operating expenses are being requested in order to begin new CTE program in Business Management. Agency staffing includes administration for program and fiscal oversight/development, otherwise, new funding is being requested. The Business Management program includes three components which make up the AAS degree: completion of the general business core; completion of three Basic Technical Certificates for a rich mix of CTE; and workplace skills.

#### **2) What resources are necessary to implement this request? (Describe positions, existing labor, and any capital items). Financial details are one the Budget sheet.**

Personnel: Assistant Professor in Business Management; Operating Expenses: misc expenses for reception/TAC meetings, specific use supplies for program operation, and employee travel for faculty professional development. NOTE: Hourly rate is not accurate due to formula calculation in spreadsheet. Annual faculty salary is \$55,000 based on NIC faculty salary schedule, thus had to back into an hourly rate. Benefits reflected using the formula in the spreadsheet are also not correct based on NIC's benefit package.

#### **3) Completed within Budget sheet**

#### **4) Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

The Business Management program is designed to fit educational and professional goals geared towards business leadership and management. The program will allow students to specialize in specific areas of interest for entry-level positions that meet their individual career and employer goals. If this request is not funded, both students and employers will be impacted as this degree is part of the college's larger entrepreneurship vision.

#### **5) If this is a high-priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. There are many requests and this request will replace some of those requested in previous years.**

This request was not submitted last year; priority #1 and #2 from last year have been tabled until direction from NWCCU, SDE, and ICTE on apprenticeship framework and competency based education has been further outlined.

# North Idaho College

## Line Item Request - FY 2021

Priority: 2  
 Line Item Title: Business Management

If this request includes personnel, complete the following:

Ongoing or One-Time	Hourly Rate*	FTP	Position Title
Ongoing	27.00	1.000	Business Management Assistant
	27.00	1.000	

	Ongoing	One-Time	
<b>Personnel Costs</b>			
Salaries	56,200		
Benefits	23,800		
Group			
Total	80,000	0	80,000

<b>Operating Expenditures</b>	(by Summary Object)		
5961	300		Miscellaneous
5701	500		Specific Use Supplies
5351	1,500		Employee Travel
Total	2,300	0	2,300

<b>Capital Outlay</b>	(by Summary Object)		
Total	0	0	0

<b>Total Request</b>	82,300	0	82,300
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# North Idaho College

## Line Item Questions - FY 2021

### Priority 3 - Wastewater Treatment Technology

#### Supports institution and SBE strategic plans:

Request supports NIC Core Theme I - Student Success: To provide access to an education environment that helps students attain their education goals; Core Theme II - Educational Excellence: To provide diverse, quality educational opportunities that promote lifelong learning; Core Theme III - Community Engagement: To meet the diverse educational needs of employers and the communities we serve. Request supports Board Goal 1 - A Well Educated Citizenry, 1. ICTE Objective: Student Success - create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements; Board Goal 3 - Effective and Efficient Educational System, 8. ICTE Objective: Funding Quality Programs - secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry

#### 1) What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Funding for adjunct faculty to instruct in specialized wastewater content areas is being requested. The primary instruction for this program will occur by clustering classes with the Industrial Mechanics/Millwright and Mechatronics programs. Thus, no additional full-time faculty or operational expenses required.

#### 2) What resources are necessary to implement this request? (Describe positions, existing labor, and any capital items). Financial details are on the Budget sheet.

Adjunct Faculty working a maximum of 19.5 hours per week (non-benefited); \$15,200 wages + \$1,200 employer costs = \$16,400

#### 3) Completed within Budget sheet

#### 4) Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Idaho's Wastewater Rules require all public wastewater treatment and collection systems to have a responsible charge wastewater operator that meets the wastewater system's classification requirements. Thus, the State of Idaho Department of Environmental Quality has requested the development of an accredited Wastewater Operator Training program at NIC's Parker Technical Education Center. In addition to the State of Idaho Dept of Environmental Quality, if this request is not funded, students and the community will be impacted due to lack of adequate training in the area.

#### 5) If this is a high-priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. There are many requests and this request will replace some of those requested in previous years.

This request was not submitted last year; priority #1 and #2 from last year have been tabled until direction from NWCCU, SDE, and ICTE on apprenticeship framework and competency based education has been further outlined.

# North Idaho College

## Line Item Request - FY 2021

Priority: 3

Line Item Title: Wastewater Treatment Technology

If this request includes personnel, complete the following:

Ongoing or One-Time	Hourly Rate*	FTP	Position Title
Ongoing	0.00	0.000	Adjunct faculty

	Ongoing	One-Time	
<b>Personnel Costs</b>			
Salaries	0		
Benefits	0		
Group	16,400		
Total	16,400	0	16,400

Operating Expenditures (by Summary Object)

Total	0	0	0
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Capital Outlay (by Summary Object)

Total	0	0	0
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<b>Total Request</b>	<b>16,400</b>	<b>0</b>	<b>16,400</b>
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# North Idaho College

## Line Item Questions - FY 2021

### Priority 4 - CITE: Cybersecurity

#### Supports institution and SBE strategic plans:

Request supports NIC Core Theme I - Student Success: To provide access to an education environment that helps students attain their education goals; Core Theme II - Educational Excellence: To provide diverse, quality educational opportunities that promote lifelong learning; Core Theme III - Community Engagement: To meet the diverse educational needs of employers and the communities we serve. Request supports Board Goal 1 - A Well Educated Citizenry, 1. ICTE Objective: Student Success - create systems, services, resources, and operations that support high performing students in high performing programs and lead to positive placements; Board Goal 3 - Effective and Efficient Educational System, 8. ICTE Objective: Funding Quality Programs - secondary and postsecondary programs will include key components that meet the definition of a quality program and are responsive to the needs of business and industry

#### 1) What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Personnel, operating expenses, and capital are being requested in order to begin new offsite CTE program in CITE: Cybersecurity to serve rural community. Agency staffing includes administration for program and fiscal oversight/development, otherwise, new funding is being requested. Collaboration with onsite CITE: Cybersecurity faculty will also be provided.

#### 2) What resources are necessary to implement this request? (Describe positions, existing labor, and any capital items). Financial details are one the Budget sheet.

CITE Assistant Professor - 1.0 FTP - Benefited position; Computer Equipment: (16) Desktop computers with dual monitors @ \$2,900.00 ea = \$46,400.00; (1) Hyper-V virtualization server \$8,000.00; (1) ESXi virtualization server \$8,000.00; (1) Storage area network server \$2,000.00; (1) 4-post equipment rack with surge protection \$1,500.00; (1) 2-post equipment rack with surge protection \$1,000.00; 10/100/1000 switch - WAN \$800.00; (1) 10/100/1000 Switch - LAN \$800.00; (1) Rackmount patch panel(s) \$200.00; (1) Firewall appliance \$800.00; (1) Network printer \$275.00; (1) KVM switch \$200.00; (1) misc length patch cables \$350.00; (1) wireless access point \$140.00; (1) Network installation costs \$7,875.00; Total: 78,340.00;

Educ-Material/Equip: (1) Instructor Computer & Smart \$5,150.00; (1) Beam projector \$2,300.00; (1) Interactive classroom audio & video equipment \$12,000.00; Total: \$19,450.00. NOTE: Hourly rate is not accurate due to formula calculation in spreadsheet. Annual faculty salary is \$49,000.00 based on NIC faculty salary schedule, thus had to back into an hourly rate. Benefits reflected using the formula in the spreadsheet are also not correct based on NIC's benefit package.

#### 3) Completed within Budget sheet

#### 4) Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Because cybersecurity continues to be of industry concern including in the outreach sites, establishment of another lab in a rural community served by NIC is requested to meet rural needs. Determination of location (which Outreach Center) is under consideration based on feedback from the communities served. The one-time costs will establish the new lab. If this request is not funded, NIC will be unable to meet the requests from our rural partners. This impacts both students and community members.

#### 5) If this is a high-priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. There are many requests and this request will replace some of those requested in previous years.

This request was not submitted last year; priority #1 and #2 from last year have been tabled until direction from NWCCU, SDE, and ICTE on apprenticeship framework and competency based education has been further outlined.

# North Idaho College

## Line Item Request - FY 2021

Priority: 4  
 Line Item Title: CITE: Cybersecurity

**If this request includes personnel, complete the following:**

Ongoing or One-Time	Hourly Rate*	FTP	Position Title
Ongoing	24.85	1.000	CITE Assistant Professor
	24.85	1.000	

	Ongoing	One-Time	
<b>Personnel Costs</b>			
Salaries	51,700		
Benefits	22,900		
Group			
Total	74,600	0	74,600

**Operating Expenditures** (by Summary Object)

5701	2,000		Specific Use Supplies
5351	2,000		Employee Travel
Total	4,000	0	4,000

**Capital Outlay** (by Summary Object)

6401		78,300	Computer Equipment
6501		19,500	Educ - Material/Equip
Total	0	97,800	97,800

<b>Total Request</b>	78,600	97,800	176,400
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**Lewis-Clark State College**  
**Line Item Questions - FY 2021**  
**Priority 1 - Hospitality and Culinary**

**Supports institution and SBE strategic plans:**

Yes, this supports the 3-year plan for the institution

**1) What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

1 FTE is being requested to help with the expansion of one program (Hospitality) and the building of an additional program (Culinary).

**2) What resources are necessary to implement this request? (Describe positions, existing labor, and any capital items). Financial details are one the Budget sheet.**

1 FTE is required and OE to support the new programs

**3) Completed within Budget sheet**

**4) Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

This request will help expansion in the hospitality program and allow the school to create the culinary program. Without the funding, the new program will not be created.

**5) If this is a high-priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. There are many requests and this request will replace some of those requested in previous years.**

# Lewis-Clark State College

## Line Item Request - FY 2021

Priority: 1  
Line Item Title:

If this request includes personnel, complete the following:

Ongoing or One-Time	Hourly Rate*	FTP	Position Title
Ongoing	20.56	1.000	Assistant Professor
	20.56	1.000	

	Ongoing	One-Time	
<b>Personnel Costs</b>			
Salaries	42,800		
Benefits	21,200		
Group			
Total	64,000	0	64,000

**Operating Expenditures** (by Summary Object)

5401	3,000		Administrative Supplies
5701	10,000		Specific Use Supplies
Total	13,000	0	13,000

**Capital Outlay** (by Summary Object)

6401	1,500		Computer Equipment
6501	1,000		Educ - Material/Equip
6701	1,500		Office Equipment
Total	4,000	0	4,000

<b>Total Request</b>	81,000	0	81,000
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# College of Western Idaho

## Line Item Questions - FY 2021

### Priority 1 - Database Administrator

**Supports institution and SBE strategic plans:**

Goal 2: Educational Attainment: Objective A; Higher level of educational attainment

**1) What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

Equipment for delivery of this content is being requested. We are also requesting one FTE faculty for the program.

**2) What resources are necessary to implement this request? (Describe positions, existing labor, and any capital items). Financial details are one the Budget sheet.**

Technology to deliver content and tools to replicate what will be used in this career path.

**3) Completed within Budget sheet**

**4) Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

This program will allow students to fill currently vacant positions across our state as we see a need for Database administrators rising as systems continue to grow in the web-based environment.

**5) If this is a high-priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. There are many requests and this request will replace some of those requested in previous years.**

This was on last year's request.

# College of Western Idaho

## Line Item Request - FY 2021

Priority: 1

Line Item Title: Database Administrator - New Program

If this request includes personnel, complete the following:

Ongoing or One-Time	Hourly Rate*	FTP	Position Title
Ongoing	40.87	1.000	Faculty - Instructor (Salaried Posi
	40.87	1.000	

	Ongoing	One-Time	
<b>Personnel Costs</b>			
Salaries	85,000		
Benefits	30,300		
Group			
Total	115,300	0	115,300

**Operating Expenditures** (by Summary Object)

5651	3,000		Institutional Supplies
5151	10,000		Professional Services
5051	2,000		Employee Development
Total	15,000	0	15,000

**Capital Outlay** (by Summary Object)

6401	21,500		Computer Equipment
Total	21,500	0	21,500

<b>Total Request</b>	151,800	0	151,800
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# College of Western Idaho

## Line Item Questions - FY 2021

### Priority 2 - Cybersecurity Advanced AAS Expansion

**Supports institution and SBE strategic plans:**

Goal 2: Educational Attainment: Objective A; Higher level of educational attainment.

**1) What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

Equipment and development funding. A single FTE is already in our budget and being re-allocated to this area.

**2) What resources are necessary to implement this request? (Describe positions, existing labor, and any capital items). Financial details are one the Budget sheet.**

Computers with capacity for delievry and use inCyber Security for this advanced curriculum and deployment of the additional tools.

**3) Completed within Budget sheet**

**4) Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

This addresses the state and national need for Cybersecurity specialists and the advanced technical skills gap within this field for advanced positions.

**5) If this is a high-priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. There are many requests and this request will replace some of those requested in previous years.**

This was on last year's request.

# College of Western Idaho

## Line Item Request - FY 2021

Priority: 2

Line Item Title: Cybersecurity Advanced AAS Expansion

If this request includes personnel, complete the following:

Ongoing or One-Time	Hourly Rate*	FTP	Position Title
	0.00	0.000	

	Ongoing	One-Time	
<b>Personnel Costs</b>			
Salaries	0	0	
Benefits	0	0	
Group			
Total	0	0	0

**Operating Expenditures** (by Summary Object)

5651	3,000	Institutional Supplies
5151	10,000	Professional Services
5051	2,000	Employee Development
5551	2,000	Computer Supplies
Total	17,000	0 17,000

**Capital Outlay** (by Summary Object)

6401	21,500	Computer Equipment
Total	21,500	0 21,500

<b>Total Request</b>	<b>38,500</b>	<b>0</b>	<b>38,500</b>
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# College of Western Idaho

## Line Item Questions - FY 2021

### Priority 3 - Paramedic

#### Supports institution and SBE strategic plans:

Goal 1: Educational System Alignment: Objective B: Alignment and Coordination with secondary, post-secondary. Goal 2: Educational Attainment: Objective A; Higher level of educational attainment. Goal 3: Workforce Readiness: Objective A: Workforce Alignment; Objective B: Medical Education

#### 1) What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Paramedic Science AAS Degree. The Paramedic Science academy style program will create an opportunity for students to enter the field of emergency management services and align our public safety programming to the trends in the industry. As with many other emergency service jobs like fire and law enforcement, the industry is trending toward credit programs as a requirement for advancement.

#### 2) What resources are necessary to implement this request? (Describe positions, existing labor, and any capital items). Financial details are on the Budget sheet.

We would need a 1.0 Paramedic Faculty (Program Director), several adjunct teachers to support ratios for labs, No existing labor within Instruction. When the program launches there will be a need equipment for demonstrations, labs, and clinical training.

#### 3) Completed within Budget sheet

#### 4) Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request serves the public safety community and the associated industries of paramedics, fire, and emergency response. Fire departments are now adding a trained paramedic to the engines. If the request is not funded, we will delay the implementation of the program, ultimately impacting the public service industry.

#### 5) If this is a high-priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. There are many requests and this request will replace some of those requested in previous years.

# College of Western Idaho

## Line Item Request - FY 2021

Priority: 3

Line Item Title: Paramedic - New Program

If this request includes personnel, complete the following:

Ongoing or One-Time	Hourly Rate*	FTP	Position Title
Ongoing	27.40	1.000	Faculty - Instructor (Salaried Posi
	27.40	1.000	

	Ongoing	One-Time	
<b>Personnel Costs</b>			
Salaries	57,000		
Benefits	24,200		
Group			
Total	81,200	0	81,200

**Operating Expenditures** (by Summary Object)

5551	3,000		Computer Supplies
5751	500		Insurance
5051	2,000		Employee Development
5351	500		Employee Travel
Total	6,000	0	6,000

**Capital Outlay** (by Summary Object)

Total	0	0	0
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<b>Total Request</b>	87,200	0	87,200
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# College of Southern Idaho

## Line Item Questions - FY 2021

### Priority 1 - Apprenticeship and Apprenticeship for Credit Expansion

#### Supports institution and SBE strategic plans:

Expansion of apprenticeship offerings and offering college credit for apprenticeships is an important element in promoting CSI and SBEs goal of increasing the number of Idahoans possessing college certificates and degrees. We are working with our local and regional industries to develop apprenticeships and to offer apprenticeship completers the opportunity to transcribe all, or part of their related training and on the job training for college credit.

#### 1) What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

##### 1. Apprenticeship Curriculum Designer and Instructor

a. Expanding the current Student to Registered Apprenticeship Program (STRAP) that is currently offered only in the MiniCassia area to, first, Jerome, and then to Twin Falls. This position would teach the Machine Operator Apprenticeship related instruction in all three areas, as well as work in outreach and development/ expansion of similar opportunities.

b. The Curriculum Designer would primarily be tasked with outreach and developing programming specifically related to college credit for apprenticeship as outlined by the Registered Apprenticeship-College Consortium (RACC) and Industry-Recognized Apprenticeship Program (IRAP) that have not yet been developed in Idaho, but are in the works. Our relationship with Idaho Power and their apprenticeship program would be an example. This individual would also help to expand apprenticeship beyond traditional fields.

##### 2. Apprenticeship Instructors (2)

a. Our desire to expand apprenticeships is especially important since many of our students have full-time work available to them. These instructors would teach our current and expanded STRAP apprenticeships, work with industries to provide assistance in the development and delivery of instruction, and offer technical assistance to business partners in the administrative responsibilities of managing apprenticeship programs.

##### 3. Operating Funds

- a. Consumable supplies for apprenticeship programs, travel, marketing materials
- b. Funds associated with curriculum development, conferences, office technology, etc.

#### 2) What resources are necessary to implement this request? (Describe positions, existing labor, and any capital items). Financial details are one the Budget sheet.

CSI currently employs a full-time, CTE funded apprenticeship instructor who does some curriculum development and outreach. We also employ a full-time apprenticeship coordinator who manages logistical concerns, scheduling, and limited promotion. We want to expand this team by adding three full-time instructional positions, including one, which will emphasize development of curriculum, and one who will actively work with the credited CTE programs to develop apprenticeship to credit

#### 3) Completed within Budget sheet

# College of Southern Idaho

## Line Item Questions - FY 2021

### Priority 1 - Apprenticeship and Apprenticeship for Credit Expansion

**4) Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

We plan to target both existing CSI students participating in established CTE programs as well as increasing the participation rate in existing registered apprenticeships such as Maintenance Mechanic and Machine Operator programs. These programs target both adult (incumbent workers) as well as high school students 16 to 18 years of age.

Programs targeted through this project will include selected programs in trade and industry, healthcare, advanced manufacturing, and business (i.e. welding, diesel mechanic, manufacturing technology, food processing technology, automation controls engineering, culinary, business management, etc.). In addition, CSI will leverage its existing apprenticeship programs (both state and federal) to increase participation in these programs by acting as an Apprentice Sponsor.

Targeting the programs above builds consistency with previous work and projects aimed at addressing skills and workforce gaps in advanced manufacturing, healthcare, IT, and energy sectors.

Since 2016, CSI apprenticeship participation has increased by 30%. We see this trend continuing as students express the desire to earn-and-learn, and as industry clamors for employees. Expansion opportunities are impressive, especially when we

**5) If this is a high-priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. There are many requests and this request will replace some of those requested in previous years.**

This is essentially unaltered from the priority we expressed in our FY20 request.

# College of Southern Idaho

## Line Item Request - FY 2021

Priority: 1

Line Item Title: Apprenticeship and Apprenticeship for Credit Expansion

If this request includes personnel, complete the following:

Ongoing or One-Time	Hourly Rate*	FTP	Position Title
Ongoing	28.85	1.000	Instructor/ Curriculum Designer
Ongoing	26.45	1.000	Appernticeship Instructor
Ongoing	26.45	1.000	Appernticeship Instructor
		<hr/>	
	81.75	3.000	

	Ongoing	One-Time	
<b>Personnel Costs</b>			
Salaries	170,000		
Benefits	71,800		
Group			
Total	<hr/> 241,800	0	241,800

**Operating Expenditures** (by Summary Object)

5651	15,000		Institutional Supplies
5401	11,000		Administrative Supplies
Total	<hr/> 26,000	0	26,000

**Capital Outlay** (by Summary Object)

Total	<hr/> 0	0	0
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<b>Total Request</b>	<hr/> <hr/> 267,800	0	267,800
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# ISU College of Technology

## Line Item Questions - FY 2021

### Priority 1 - CoT EAMES: Furniture, Fixtures, and Equipment

#### Supports institution and SBE strategic plans:

Yes, the support of this project will join with the \$5 million already raised from donors toward moving these programs into this new state-of-the art facility. We believe this investment into our programs will only grow the opportunity to support our students in these programs with raising the bar on our teaching opportunity.

#### 1) What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The remodel of the EAMES Complex on the Idaho State University campus for the use of the College of Technology will give our students the opportunity to house many of our state-of-the-art programs under one roof side by side with each other. The remodel allows for 11 new classroom, large live work areas for each program, Computer labs, and new spaces for our Student Services and Marketing Offices. These spaces require new furniture of 425 Chairs, 275 Tables/desks, and new Welding booths, and Computers.

#### 2) What resources are necessary to implement this request? (Describe positions, existing labor, and any capital items). Financial details are one the Budget sheet.

No additional funding for faculty or OE is required.

#### 3) Completed within Budget sheet

#### 4) Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

All of this is being done to support our students and provide them with the highest learning quality experience.

#### 5) If this is a high-priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. There are many requests and this request will replace some of those requested in previous years.

We reviewed the College's current needs and submit these Line item requests representing the most thought and planning to maximize the benefit for our students.

# ISU College of Technology

## Line Item Request - FY 2021

Priority: 1

Line Item Title: ISU CoT EAMES Furniture, Fixtures, and Equipment

If this request includes personnel, complete the following:

Ongoing or One-Time	Hourly Rate*	FTP	Position Title
	0.00	0.000	

	Ongoing	One-Time	
<b>Personnel Costs</b>			
Salaries	0	0	
Benefits	0	0	
Group			
Total	0	0	0

**Operating Expenditures** (by Summary Object)

Total	0	0	0
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**Capital Outlay** (by Summary Object)

6401	57,100	Compuer Equipment
6701	288,000	Office Equipment
6401	25,200	Compuer Equipment
Total	0 370,300	370,300

<b>Total Request</b>	0	370,300	370,300
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# ISU College of Technology

## Line Item Questions - FY 2021

### Priority 2 - CAT Tier 4 Trainer Engine

#### Supports institution and SBE strategic plans:

Purchase of this device would provide more learning opportunities to prepare students for entry into the workforce. Having access to such a device would better prepare graduates to compete for employment at better pay scales by having the opportunity to be trained on this device. Additionally, before a technician can service a vehicle, Tier 4 treatments must be removed to get to the engine in most cases. Finally, Tier 4 equipment needs maintenance as well. It is impossible to teach techniques and train students if we don't have the right equipment.

#### 1) What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

We are requesting a CAT C9 300 engine with Tier 4 treatments. We don't currently have any devices or trainers to educate our students in Tier 4 services or how to remove/reinstall Tier 4 pollution control devices. Every diesel motor must have Tier 4 pollution control as per the Clean Air Act of 2010. The Diesel TAC members have suggested that the program acquire a trainer

#### 2) What resources are necessary to implement this request? (Describe positions, existing labor, and any capital items). Financial details are one the Budget sheet.

No additional funding for faculty or OE is required.

#### 3) Completed within Budget sheet

#### 4) Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Students will be better served in the Diesel Technology program, industry will be better served with graduates who have actually trained on such a device, and the general public will benefit from cleaner air. If the request is not funded, we will still have no way of training on Tier 4 devices, to include Tier 4 functions, and the impacts on diesel powered performance, fuel economy, and pollution control.

#### 5) If this is a high-priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. There are many requests and this request will replace some of those requested in previous years.

The CAT model is half the price of other brands. WSECO is trying to work us a better deal than most (free shipping). This is the first time this item has been requested. Also, our TAC made it it very clear in both our fall and spring meetings that we need to start training on Tier 4

# ISU College of Technology

## Line Item Request - FY 2021

Priority: 2

Line Item Title: CAT Tier 4 Trainer Engine

If this request includes personnel, complete the following:

Ongoing or One-Time	Hourly Rate*	FTP	Position Title
	0.00	0.000	

	Ongoing	One-Time	
<b>Personnel Costs</b>			
Salaries	0	0	
Benefits	0	0	
Group			
Total	0	0	0

Operating Expenditures (by Summary Object)

Total	0	0	0
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Capital Outlay (by Summary Object)

6501	51,000	Educ - Material/Equip	
Total	0	51,000	51,000

<b>Total Request</b>	0	51,000	51,000
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# ISU College of Technology

## Line Item Questions - FY 2021

### Priority 3 - CNC Mills

#### Supports institution and SBE strategic plans:

Yes. Providing students with the resources they need to receive the hands-on experience necessary to be successful in a career as a machinist is core to the mission of our program, college, institution and the state.

#### 1) What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

We are requesting (2) HAAS VF-2SS vertical machining centers (CNC mills) to allow the Computerized Machining Technology program at ISU's College of Technology to provide adequate machine time to students who need to complete their projects.

#### 2) What resources are necessary to implement this request? (Describe positions, existing labor, and any capital items). Financial details are on the Budget sheet.

We are requesting (2) HAAS VF-2SS vertical machining centers (CNC mills) at a cost of \$60,000 each (\$120K total).

#### 3) Completed within Budget sheet

#### 4) Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Students in the Computerized Machining Technology program will be served by the requested CNC mills. Currently, there is a scheduling bottleneck where students are trying to schedule time on the existing machines to complete their projects. There are not enough machines to give each student enough time to set up and run their projects. More machines are needed to alleviate this problem and allow students adequate time on the CNC mills to complete their projects.

#### 5) If this is a high-priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. There are many requests and this request will replace some of those requested in previous years.

A recent change in curriculum for the Computerized Machining Technology program, that was driven by input from their Technical Advisory Committee, has resulted in a decrease in manual machining (from two semesters to one) and an increase in CNC machining (from two semesters to three). This has resulted in more student demand for scheduled time on the CNC machines. We have identified a bottleneck in scheduling time on the CNC mills which this request would remedy.



# ISU College of Technology

## Line Item Request - FY 2021

Priority: 3  
Line Item Title: CNC Mills

If this request includes personnel, complete the following:

Ongoing or One-Time	Hourly Rate*	FTP	Position Title
	0.00	0.000	

	Ongoing	One-Time	
<b>Personnel Costs</b>			
Salaries	0		
Benefits	0		
Group			
Total	0	0	0

**Operating Expenditures** (by Summary Object)

Total	0	0	0
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**Capital Outlay** (by Summary Object)

6501	60,000	Educ - Material/Equip
6501	60,000	Educ - Material/Equip
Total	0	120,000

<b>Total Request</b>	0	120,000	120,000
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# College of Eastern Idaho

## Line Item Questions - FY 2021

### Priority 1 - Drafting Technology Program

Supports institution and SBE strategic plans:

**1) What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

Funding is being requested for the development and implementation of a new Drafting Technology program at the College of Eastern Idaho. This request is in support of the three year plan proposed to the State Board of Education. It is a request in response to local demand and is projected to fill the needs of employers from many fields as it will address mechanical, structural, civil and architectural drafting. There are currently no positions funded at CEI for this activity with no money allocated in the base.

**2) What resources are necessary to implement this request? (Describe positions, existing labor, and any capital items). Financial details are one the Budget sheet.**

To implement this request, CEI would need ongoing support for one program manager. This position would be responsible for designing, maintaining, and teaching curriculum for the program and would serve as the face of the program to the community and the state as a whole. The remaining funds being requested are ongoing operating funds for the program and one time capital outlay for startup. The ongoing services line includes licensing for specialized software. The one time start-up funds include upgraded computing equipment required to run the software and specialized workstations used in this trade.

**3) Completed within Budget sheet**

**4) Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

There are currently 10 annual openings for this type of job in SE Idaho alone. The larger concern is that this type of employment is projected to grow annually by 35% in future years. In addition to meeting the number 65 and number 86 hot job for this region, this program will serve as a springboard for potential future programs. Future programs could include Green Building, Construction Trades, and various apprenticeship opportunities.

**5) If this is a high-priority item, list reason why unapproved Line Items from the prior year budget request are not prioritized first. There are many requests and this request will replace some of those requested in previous years.**

# College of Eastern Idaho

## Line Item Request - FY 2021

Priority: 1

Line Item Title: Drafting Technology Program

If this request includes personnel, complete the following:

Ongoing or One-Time	Hourly Rate*	FTP	Position Title
Ongoing	26.50	1.000	Drafting Technology Program Mai
	26.50	1.000	

	Ongoing	One-Time	
<b>Personnel Costs</b>			
Salaries	55,100		
Benefits	23,700		
Group			
Total	78,800	0	78,800

**Operating Expenditures** (by Summary Object)

5151	20,000		Professional Services
5351	1,000		Employee Travel
5401	5,000		Administrative Supplies
Total	26,000	0	26,000

**Capital Outlay** (by Summary Object)

6401		36,000	Compuer Equipment
6501		10,000	Educ - Material/Equip
6801		15,000	Specific Use Equipment
Total	0	61,000	61,000

<b>Total Request</b>	104,800	61,000	165,800
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AGENCY: Idaho Division of Career Technical Ed

Agency No.: 503

FY 2021 Request

FUNCTION: General Programs

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

WORKFORCE READINESS INCENTIVE GRANT EXPANSION					
A: Decision Unit No: <b>12.06</b>	Title: <b>INCENTIVE GRANT EXPANSION</b>			Priority Ranking 6 of 9	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	200,000				200,000
LUMP SUM:					
GRAND TOTAL	200,000				200,000

**Description:**

In the 2018 legislative session, Idaho Code 33-1364 was passed, which created a Workforce Readiness Incentive Grant beginning in FY 2020. During the 2019 legislative session, \$200,000 was appropriated to support initial implementation of the grant. The Division has developed specific criteria to award incentive funds based on the number of secondary career technical concentrators who have demonstrated workforce readiness at the completion of their career technical education program. The first round of grants will be awarded at the end of the 2019-2020 school year. If expanded, the Division will distribute the second round of grants to secondary CTE teachers at the end of the 2020-2021 school year.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The request is for an ongoing appropriation of \$200,000 to award additional incentive funds to CTE teachers of pathway programs based on the number of secondary career technical concentrators who have demonstrated workforce readiness at the completion of their career technical education program. The funds would be passed on directly to the CTE teachers of intermediate and capstone courses in which the secondary concentrators were enrolled.

The Division has requested an additional data analyst for FY2021. If this position is funded, this FTE will also support the data analysis required to successfully oversee the grant and ensure award criteria is met.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

None

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

None

- c. List any additional operating funds and capital items needed.

None. All funds are trustee benefit funds that will be passed through to CTE teachers by their school districts.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

The requested amount is ongoing and may fluctuate according to the number of students who meet the grant criteria each year. Each qualified student will generate up to \$200 per pathway. These funds will then be divided among eligible teachers, based on the number of qualified students each year, as well as the total number of eligible CTE teachers.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Additional funding for this grant would benefit secondary CTE teachers who have invested the time and energy to ensure CTE concentrators have the tools they need

to succeed in the workforce, as well as have attained and demonstrated the relevant skills within their pathway program.

This incentive-based approach would more clearly demonstrate the return on investment provided by career technical education and hold career technical education programs more accountable for producing results. This approach will also ensure a greater number of career technical education students are ready for the workforce and able to meet the demands of business and industry. In the long term, this would also include an increase in the number of students who are eligible to test for and earn Technical Competency Credits.

AGENCY: Idaho Division of Career Technical Ed

Agency No.: 503

FY 2021 Request

FUNCTION: General Programs

Function No.: 02

Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

IDAHO QUALITY PROGRAM STANDARDS GRANT EXPANSION					
A: Decision Unit No: <b>12.07</b>	Title:	Priority Ranking 7 of 9			
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	50,000				50,000
LUMP SUM:					
GRAND TOTAL	50,000				50,000

**Description:**

During the 2014 legislative session, the Idaho Quality Program Standards (IQPS) grant was created as part of the Idaho Ag Ed Initiative. This grant provides incentive funds to high quality Ag programs in the form of \$10,000 per grant, to be invested in the qualifying Ag program. The current ongoing annual appropriation is \$300,000 in incentive grants. As the success of the current IQPS program increases, we are requesting ongoing funding for an additional \$50,000 to be passed through to Agriculture programs in the form of five additional incentive grants.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

There are no additional resources necessary to implement this request. Within the current grant structure, approximately 30 awards are already made annually. An additional appropriation would allow ICTE to award up to five additional grants to qualifying Ag programs.

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.  
None
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.  
None
  - c. List any additional operating funds and capital items needed.  
None. All funds are trustee benefit funds that will be passed through to CTE programs by their school districts.
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

The request is for ongoing funding. As ICTE continues to support the introduction and expansion of high-quality CTE programs, ICTE anticipates that Ag programs will continue to grow statewide.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

CTE students in districts with existing Agriculture & Natural Resources will benefit from this funding, as it would allow the district to invest additional resources to invest in program improvement. If the request is not funded, it may limit the ability of some districts to fully invest in the infrastructure for a robust and well-equipped program.



AGENCY: Idaho Division of Career Technical Ed

Agency No.: 503

FY 2021 Request

FUNCTION: Dedicated Programs

Function No.: 04

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ACTIVITY:

Activity No.:

Original Submission X or  
Revision No. \_\_\_\_

A: Decision Unit No: <b>12.08</b>		Title: <b>Centers for New Direction (CND)</b>		Priority Ranking 8 of 9	
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Various					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	200,000				200,000
LUMP SUM:					
GRAND TOTAL	200,000				200,000

**Description:**

**Workforce Readiness** – Prepare students to efficiently and effectively enter and succeed in the workforce.

For historical perspective, Idaho's investment in CND dropped by 46% (from \$1,212,850 to \$654,051) over the course of the recession and funding has remained relatively flat at this reduced level since FY11.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Since 1982, the divorce filing fee which funds the Centers for New Directions (CNDs) has remained at \$20 but with the reduction in divorce filings, the amount of funding for CNDs has steadily decreased over time.

CNDs experienced a \$200,000 decrease in 2012 when general funds that were previously appropriated for this purpose were eliminated.

The request is for an ongoing funding increase in the amount of \$200,000 to help the state meet the employment readiness needs of single parents and displaced homemakers as well as to support new federal accountability requirements of Perkins V that target specific special populations in Idaho:

- out-of-workforce individuals
- individuals with disabilities
- individuals from economically disadvantaged families, including low-income youth and adults
- individuals preparing for non-traditional fields
- single parents, including single pregnant women
- English learners
- homeless individuals described in section 725 of the McKinney Vento Homeless Assistance Act (42 U.S.C. 11434a)
- youth who are in, or have aged out of, the foster care system, and
- youth with a parent who is a member of the armed forces and is on active duty.

Changes to federal local needs assessment requires technical colleges in Idaho to focus training and programs that increase the employment opportunities for populations who are chronically unemployed or underemployed. Idaho's CND program is carried out in six regions through our technical colleges and support the retention of CTE students through proactive advising, training, and tracking of student progression in postsecondary CTE and workforce training programs. This request would allow all six regions to improve and sustain their program offerings that support these special populations in Idaho.

**2. What resources are necessary to implement this request?**

- a. **List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire and terms of service.**

None

- b. **Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.**

None

- c. **List any additional operating funds and capital items needed.**

None

**3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

The entire amount is for ongoing funding.

**4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

The Centers have a specific CTE objective to help meet the Board's goal on Innovation and Economic Development. They support the ICTE's mission and strategic initiatives in a variety of ways. Current funding levels are insufficient to effectively support and expand activities and partnerships required at the local level to help with outreach and training. The proposed funding increase will be awarded across six regions, and therefore must be substantial enough to represent a meaningful increase for each region.

If this request is not funded, CNDs will not be able to prepare students efficiently and effectively enter and succeed in the workforce.

**AGENCY: Idaho Division of Career Technical Ed**

Agency No.: 503

FY 2021 Request

FUNCTION: Dedicated Programs

Function No.: 04

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ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.09</b>		Title: <b>IQPS Appropriation Language</b>			Priority Ranking 9 of 9
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL					

**Description:**

Per Idaho Code 33.1629, ICTE is required to deposit funds into 0349-60 and 0349-61 and collect interest on those deposits.

In conflict, the spending appropriations bill does not allow for the transfer of funds from 0001 to 0349.

ICTE requests authorization to transfer those funds to comply with IC33.1629

This request does not have a fiscal impact.

AGENCY: College of Eastern Idaho

Agency No.: 501

FY 2021 Request

FUNCTION: Community College

Function No.: 04

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ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>	Title: <b>Lead Math Instructor (CCA)</b>			Priority Ranking 1 of 3	
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	55,000				55,000
2. Benefits	22,900				22,900
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	77,900				77,900
OPERATING EXPENDITURES by summary object:					
1. Travel	1,500				1,500
2. Other Materials and Supplies	500				500
TOTAL OPERATING EXPENDITURES:	2,000				2,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation	2,000				2,000
TOTAL CAPITAL OUTLAY:	2,000				2,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	81,900				81,900

**Description:**

The College of Eastern Idaho (CEI) is requesting 1 FTE for a Lead Math Instruction to facilitate our efforts to scale up implementation of the Complete College America Game Changer Strategies – and improve student retention and time to graduation.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

**1 FTE - Lead Math Faculty:** College of Eastern Idaho (CEI) is making the above line

item request to scale up implementation of the Complete College America Game Changer Strategies – and improve student retention and time to graduation. Development of Math Pathways and plus classes for gateway Math courses, as well as curriculum, will be needed in order to begin phasing out remedial testing, and allow students to enroll in the Math class they need for their program. Money for scaling up our Math Pathways and Co-Requisite design will be imperative to carrying out CCA initiatives. This includes critical mentoring of fulltime and adjunct faculty in the adoption of this evidence based, best practice approach for the acceleration of student success and completion. The proposed faculty position will increase student engagement across Math curriculum and contribute to the State Board of Education 60% goal and Complete College America initiatives.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Lead Math Faculty Member (Co-requisite, Curriculum & Academic Maps Pathway support). This is full-time faculty eligible for benefits, In order to scale up our practices across the curriculum and accelerate student success by 2021, CEI will make an initial investment in this Math faculty hire in fall of 2020. CEI is requesting that retroactive and continuing funding for this position be provided by the state, per this line item funding request. This position would be an 11-month contract to support ongoing Math plus classes through the summer term. The faculty member would be expected to hold office hours and be available to mentor Math full time faculty and adjunct Math faculty in plus class delivery. This critical position includes collaboration with Content Experts from Complete College America, and the efforts will be vital for working with other faculty to scale up retention and completion practices across the curriculum.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

The Math Department Chair will oversee the efforts of the new Math faculty position, in developing curriculum for co-requisite Math courses and Math Pathways. These new activities for the department chair will be monitored by the Dean of General Education and the Vice President of Academic and Student Affairs to determine if campus wide impact is great enough to warrant additional compensation for the chair due to the increased workload.

- c. List any additional operating funds and capital items needed.

- Travel and Professional Development funds: \$1,500
- Other Materials and Supplies: \$500

- Laptop Computer, Printer, Desk and Chair (One-time): \$2,000

d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request involves ongoing funds for salary and benefits for the Math faculty fulltime position.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

All students taking courses with CEI – including and especially at-risk students and underserved populations – will benefit from retention and completion efforts. CEI's ability to scale up retention and completion practices will be substantially impacted through ongoing funding from the state. Specifically, Gateway courses in Math (which all students must take). In order to implement the evidence-based CCA practices, specifically in Math co-requisite and Math Pathways, this money is imperative to scaling up our efforts campus wide. Additionally, regional employers and universities will be served through CEI's contributions to an educated workforce and transfer-prepared students.

Nationwide data suggest that Math courses represent a critical gateway in which significant numbers of First Time in College (FTIC) students struggle. Without this funding to scale up and redesign the co-requisite and Math Pathways, CEI's ability to provide best practices for retention and completion campus wide would be limited. Additionally, CEI's ability to support the state and region's desire to accelerate the number of adults prepared to enter the workforce could be limited – since success in Math is fundamental to the completion of a degree.

AGENCY: College of Eastern Idaho

FUNCTION: Community College

ACTIVITY:

Agency No.: 501

Function No.: 04

Activity No.:

FY 2021 Request

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Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>	Title: <b>Academic Advisor (CCA)</b>			Priority Ranking 2 of 3	
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	40,000				40,000
2. Benefits	19,900				19,900
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	59,900				59,900
OPERATING EXPENDITURES by summary object:					
1. Travel	1,500				1,500
2. Other Materials and Supplies	500				500
TOTAL OPERATING EXPENDITURES:	2,000				2,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation	2,000				2,000
TOTAL CAPITAL OUTLAY:	2,000				2,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	63,900				63,900

**Description:**

The College of Eastern Idaho is requesting 1 FTE for an academic advisor to assist in scaling up our implementation of the Complete College America effort. This position will improve student retention and time to graduation.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?



**Student/Academic Advisor:** The College of Eastern Idaho (CEI) is making the above line item request to scale up implementation of the Complete College America Game Changer Strategies – and improve student retention and time to graduation. Development of pathways, meta-majors, and new student orientations will be needed in order to scale up retention and success strategies across the college. Money for scaling up intrusive advising practices will be imperative to carrying out CCA initiatives. This includes critical advising functions historically performed by faculty in the adoption of evidence based, best practice approaches to Academic Maps with Proactive Advising (e.g. defaulting students onto highly-structured academic maps, with intervention and intrusive advising provided). This proposed advising position will increase student engagement across the curriculum – particularly for underserved and at-risk students – and contribute to the State Board of Education 60% goal and Complete College America initiatives.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

This CCA Advisor would be fulltime staff, eligible for benefits. In order to scale up our practices across the college and accelerate student success by 2021, CEI will make an initial investment in the hiring of this Advisor in fall of 2020. CEI is requesting that retroactive and continuing funding for this position be provided by the state, per this line item funding request. This position would be a 12-month contract to scale up and embed best practices for Advising across Student Services. The CCA Advisor will mentor current advisors and faculty on best practices and collaborate with Content Experts from Complete College America. The efforts will be vital for working with Instruction and Student Affairs in scaling up retention and completion practices across the college. This position will also be expected to carry an advising load.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

This position will be key in transitioning to a hybrid advising model (shared between faculty and student affairs).

- c. List any additional operating funds and capital items needed.

- Travel and Professional Development funds: \$1,500
- Other Materials and Supplies: \$500
- Laptop Computer, Printer, Desk and Chair (One-time): \$2,000

- d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request involves ongoing funds for salary and benefits for the Advisor position.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

All students – current and prospective - including and especially at-risk and underserved populations will benefit from retention and completion efforts. CEI's ability to scale up retention and completion practices will be substantially impacted through ongoing funding from the state. Specifically, a CCA Advisor to implement and lead campus efforts to adopt evidence-based CCA practices. Additionally, regional employers and universities will be served through CEI's efforts to accelerate student completion for transition to the workforce and/or university studies.

Nationwide data suggest that intrusive advising is critical to the success of First Time in College (FTIC) and first-generation college students. Without this funding to scale up and redesign our advising model, CEI's ability to provide best practices for retention and completion campus wide would be limited. Additionally, this position will be fundamental to the design of clear pathways and meta-majors at CEI. Finally, CEI's ability to support the state and region's desire to accelerate the number of adults prepared to enter the workforce could be limited – since adequate advising is key to the accelerated completion of a degree.

AGENCY: College of Eastern Idaho

Agency No.: 501

FY 2021 Request

FUNCTION: Community College

Function No.: 04

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ACTIVITY:

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>	Title: <b>Instructional Designer</b>			Priority Ranking 3 of 3	
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	55,000				55,000
2. Benefits	22,900				22,900
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	77,900				77,900
OPERATING EXPENDITURES by summary object:					
1. Travel	1,500				1,500
2. Other Materials and Supplies	500				500
TOTAL OPERATING EXPENDITURES:	2,000				2,000
CAPITAL OUTLAY by summary object:					
1. PC and workstation	2,000				2,000
TOTAL CAPITAL OUTLAY:	2,000				2,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	81,900				81,900

**Description:**

The College of Eastern Idaho is requesting 1 FTE for an Instructional Designer. The College is experiencing rapid growth which is putting added stress on the Learning Management System (LMS) and our needs for hybrid and online courses.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

**Instructional Designer 1 FTE:** As College of Eastern Idaho grows, and the use of

the Learning Management System (LMS) and needs for hybrid and online courses increases, there is need for a fulltime instructional designer. Additionally, given an emphasis for at least one fully online Associate of Arts degree aimed at non-traditional students and students in rural areas, the strategy is to use online delivery as a mechanism of delivery. As a newly formed community college, this type of position is mission critical for the delivery of fully online, hybrid and face-to-face supplemental classes and materials. This position will guide the development of course shells, content, and consistent use of standards across the curriculum. Additionally, this position is vital to meeting the development and support needs of faculty, student affairs, and the students themselves. Additionally, the college's ability to reach students throughout our 9-county service area will be significantly dependent on CEI's online learning capabilities.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Steady funding to hire a full-time qualified instructional designer is critical. The position is for an Instructional Designer in Online Learning, Course Design, and Learning Outcomes Assessment. It is a fulltime employee, \$55,000 salary plus full benefits, with anticipated date of hire July of 2019.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

No other resources are available to redirect to this position.

- c. List any additional operating funds and capital items needed.

- Travel and Professional Development funds: \$1,500
- Other Materials and Supplies: \$500
- Laptop Computer, Printer, Desk and Chair (One-time): \$2,000

- d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)

Essential functions of service include:

- Reports to the Director of Online Learning Services regarding course development and other projects and deliverables as assigned.
- Coordinates closely with the Director of Online Learning Services to coordinate the planning, developing and creation of courses related to curriculum development projects.

- Collaborates with academic constituents and colleagues (both on campus and rural) during the design, development, and launch for new courses and major course revisions.
- Provides insights and recommendations to academic constituents regarding selection of learning objects, activities and assessments as related to the strengths and capabilities of the institution's online learning platform.
- Produces instructional materials such as graphics and interactive media elements as needed.
- In collaboration with the Director of Online Learning ensure the creation and adoption of standards in online materials, course templates, quality principles and ongoing review of course delivery to ensure CEI delivers a valuable online experience.

Managerial duties for the Director of Online Learning Services will be impacted. The director will solely manage the new position and provide all training and collaboration of current and future hybrid and online projects. Overall, the addition of such a position at the college will greatly benefit students and faculty in allowing for more training and support opportunities for the growing campus.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This will be an ongoing, full-time benefitted position - aimed at assisting the creation of additional hybrid and fully online offerings in support of CEI's rapidly expanding enrollment. The mission of College of Eastern Idaho is to provide open-access and affordable quality education to our 9-county region of Southeast Idaho. By providing more quality hybrid and online opportunities for the completion of course and degree opportunities, the college will increase the reach to rural and under-represented students. The reach and quality embedded across the curriculum through this position will increase our reach and thus our revenue – with expanded career opportunities for those who may need flexible scheduling and degree offerings due to work and life circumstances.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Ultimately, the students of College of Eastern Idaho in our 9-county region are being served by this position and the increase in quality hybrid and online course/degree opportunities. The instructional designer will assist faculty in adopting, developing, and creating standardized LMS courses and fully online courses/degrees that meet the highest needs of quality assurance. By assisting the faculty and Director of Online Learning, the instructional designer will have a key responsibility in supporting the

creation of policies and online course standards. This will make online learning at College of Eastern Idaho more navigable, accessible, and tuned to best practices for an engaging online experience. Having more faculty support as the college grows, will also assist the Office of Online Learning in meeting accreditation support guidelines for current and future planned hybrid and online offerings.

If this position is not funded, faculty and students – both current and prospective - in our rural, traditionally under-represented areas of our 9-county region may be negatively impacted without easy access to higher education opportunities. As the college has transformed into an open-access comprehensive community college, the need for more affordable and quality hybrid and online learning options becomes more apparent each day.

**AGENCY: Community Colleges**FUNCTION: College of Southern  
IdahoACTIVITY: IT Personnel and  
Software Platforms

Agency No.: 501

Function No.: 02

Activity No.:

FY 2021 Request

Page \_\_\_\_ of \_\_\_\_ Pages  
Original Submission X or  
Revision No. \_\_\_\_\_

IT Personnel and Software Platforms					
A: Decision Unit No: 12.1	Title:			Priority Ranking	1 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	5.0				5.0
PERSONNEL COSTS:					
1. Salaries	297,000				297,000
2. Benefits	122,500				122,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	419,500				419,500
OPERATING EXPENDITURES by summary object:					
1. Data Analytics	50,000				50,000
2. Payment Processing	50,000				50,000
3. Compliance & Training	75,000				75,000
4. Onboarding/Offboarding	140,000				140,000
5. Infrastructure Monitoring	25,000				25,000
6. Digital Security Maintenance	50,000				50,000
TOTAL OPERATING EXPENDITURES:	390,000				390,000
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	809,500				809,500

**Description:**

CSI faces substantial challenges with finding, accessing, and acting on data insights that are necessary to make informed decisions. For example, these challenges hinder CSI's ability to identify and help at-risk students early enough, ensure scarce resources are focused on what matters most, and decision-owners have adequate visibility into their operations to proactively make improvements. There are also significant capability deficiencies that negatively affect CSI's core operations due to non-existent or inadequate software tools, antiquated infrastructure, and obsolete systems that require excessive maintenance and manual intervention.

To tackle these challenges, CSI aims to build a foundation to design efficient processes and workflows, connect students and employees to the right data quickly and securely, and

achieve greater stability with its infrastructure. In this way, CSI will strengthen its position to fulfill its mission goals for community success, student success, and institutional stability.

CSI is seeking financial support for ongoing software costs related to the solutions necessary to overcome the challenge areas. CSI also seeks additional funding to increase staffing resources by five (5) full-time employees to fill the roles of Cybersecurity Analyst, Project Manager, Business Analyst, Application Support Specialist, and Data Architect to help overcome these challenges.

1. Research demonstrates that student engagement is one of the keys to student retention and success. It is critical to place students on pathways that lead them to their educational goals as efficiently as possible. Engagement outside of the classroom is equally important when it comes to retaining students. If funded, CSI would deliver enterprise analytic capabilities and services to better-assess student behaviors to develop deeper understandings of the student educational experience while guiding students' pathways to success. Additionally, the new capabilities would provide the opportunity to track and document student co-curricular experiences. CSI would use this information to increase both retention and graduation rates by strengthening student engagement.
2. CSI's current payment processing capabilities are outdated and archaic, resulting in unnecessary delays with payment activities. CSI would deliver PCI-compliant capabilities allowing flexible payment plans, multiple payment options, and easy access to account balances. The capabilities would be delivered through a solution design that integrates seamlessly with CSI's primary business software systems, enable eCommerce and mobile payment options, receipting, and billing.
3. Many students are unable to access the free tutoring services offered on campus, but who also cannot afford to pay for fee-based online tutoring services offered by CSI. There are also challenges with CSI's training system to help educate students on avoiding risky behaviors that may negatively impact their health, safety, and college experience. Additionally, CSI struggles with inadequate tools to help ensure employees are compliant with required or regulated training for federal, state, and institutional mandates and cybersecurity training. If funded, CSI would expand and enhance its digital training capabilities for both students and employees, improve compliance tracking and reporting, and offer online tutoring services free of charge, 24x7, to all students (including dual credit).
4. Recruiting, onboarding, retaining, evaluating, and offboarding employees requires a comprehensive system that is integrated with core business services, communications, and leverages highly-automated workflows. CSI lacks the necessary software tools to provide an effective solution to support its human resource operations. If funded, CSI would be able to implement an end-to-end common software system and associated processes designed to support all institutional workforce scenarios (full-time, part-time, temporary, contract, student Work-Study, internships, and volunteer).
5. CSI seeks to improve the stability of its production environment for physical and digital infrastructure, business software systems, and facility operations. During fiscal year 2017-18, CSI experienced approximately 180 hours of unplanned downtime with its production environment affecting campus-wide IT service availability. An estimated 35% of the number of unplanned outages were due to delayed notifications to support teams not knowing an incident had occurred. If funded, CSI would pursue modern



capabilities for monitoring and notification services leveraging Artificial Intelligence, Internet-of-Things (IoT) devices, and real-time error reporting with the aim of responding faster to major incidents and improving recovery times to minimize disruption to academic and business services across the institution.

6. Surveillance is considered a critical component of CSI's enterprise security strategy, but its current environment is constrained by antiquated equipment that is prone to instability. CSI seeks to improve the reliability of its security surveillance with upgrades to camera equipment, network infrastructure, and support of modern video codecs. If funded, CSI will be able to provide greater assurance of safety for employees, students, and community members. CSI will also be able to provide better assistance to law enforcement when responding to incidents or criminal activities on campus.

This request entails investments in hardware, software, business processes, and highly-skilled personnel. The combination of these resources will help fill critical capability gaps at the College of Southern Idaho. With complete and successful deployment of the requested resources, Idaho will see long-term value on this investment.

#### Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

CSI is seeking funding to add five additional staff to design and develop the systems and services necessary for improving student engagement, student success, streamlining financial processes, and increasing academic support across the institution. The full deployment of these capabilities will result in an enhanced understanding of the CSI student experience leading to an increase in both retention and graduation rates. The proposed capabilities, personnel, and enabling technologies will positively impact the engagement of students and therefore contribute to the State Board of Education 60% goal and Complete College Idaho initiatives.

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Five (5) IT Staff, Full Time, Full Benefits, Hire Date of July 1, 2020, 12-month contract.

#### 1. **Cybersecurity Specialist:** \$65,000

Summary: Protects systems by defining access privileges, controlling structures, identifying abnormalities, reporting violations and implementing security improvements. To comply with Executive Order No. 2017-02 CSI would need to add a security specialist to its IT team.

#### 2. **Project Manager:** \$57,000

Summary: Oversees and orchestrates the execution of business initiatives with defined start and end dates. Requests resources, manages task assignments, oversees project

budgets, manages project contracts, accountable for final delivery of all business requirements according to measurable outcomes.

**3. Data Architect: \$79,000**

Summary: Designs, creates, deploys, and manages the technology systems that serve an organization's digital information ecosystem (a.k.a., data architecture). Defines how/where data is stored, consumed, integrated, and managed by business systems that process data.

**4. Business Analyst: \$51,000**

Summary: Analyzes, documents, and designs business systems and processes. Standardizes workflows and defines system policies. Performs needs analysis and interprets business rules and/or requirements that help identify technical systems and solutions to drive operational maturity.

**5. Application Support Analyst: \$45,000**

Summary: Responsible for installing, upgrading, and maintaining enterprise business software systems. Works with application databases and data sets, with general knowledge of operating systems and client-server networks and domains.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

While existing IT will be involved with some aspects of these new initiatives, the five positions outlined in the request will be the primary drivers of the initiatives. New IT staff will report to the appropriate leadership members within the Office of Information Technology on the main CSI campus in Twin Falls.

- c. List any additional operating funds and capital items needed.

The software platforms would require both implementation funding and on-going annual fees, as follows:

- Data Analytics: \$50,000 annually
- Payment Processing: \$50,000 annually
- Compliance & Training: \$75,000 annually
- Onboarding/Offboarding: \$40,000 annually
- Infrastructure Monitoring: \$25,000 annually
- Digital Security Maintenance: \$50,000 annually

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request involves ongoing annual subscription and maintenance for software platforms. CSI plans to cover the cost for the one-time implementation of these software platforms. There is also an ongoing request for salary and benefits.

Parallel external funding request opportunities are being pursued, but such external grants (if awarded) would not contribute to ongoing requirements over the long term. Rather, they would offset the implementation costs to be absorbed by the College, should they be available.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

All students taking classes at CSI would benefit from the systems and services developed from this request. High-risk students would benefit from advanced metrics used to put them in contact with appropriate support systems. All students, employees, and community members would benefit from flexibility in payment options and see a decrease in current payment processing times. Students would benefit from prevention education along with increased access to online tutoring. The institution would also see a decrease in risk due to more thorough employee education and compliance with college policy, legislative requirements, and safe computing. The College would benefit from improved business processes, access to data insights, and integrated services for workforce resource management. All stakeholders would benefit from more reliable infrastructure services and security improvements with campus safety enhancements.

Without funding, CSI will continue to struggle with data-informed decision-making. Efforts to find, collect, and present strategic data insights will remain unnecessarily burdensome, requiring extensive manual labor, and raising questions about data integrity and accuracy. Online tutoring services will be less accessible to students who cannot afford to pay the additional fees. CSI will also be hindered in its ability to meet regulatory requirements for compliance training, risk management programs, and services that are necessary to provide a safe learning environment for students and employees. CSI's workforce management services will also be dependent upon manual and disjointed processes making it difficult to support human resource activities across the institution. Also, the inability to proactively monitor core infrastructure systems will constrain CSI's response times to downtime situations and extend the duration of unplanned outages. CSI employees, students, and community members will also be subject to heightened safety risk due to limited secure coverage areas and antiquated surveillance infrastructure.

**AGENCY: College of Southern Idaho**

Agency No.: 501

FY 2021 Request

FUNCTION: Community College

Function No.: 02

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ACTIVITY: Emerging Hispanic

Serving Institute High Impact

Support &amp; Programming

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

<b>Emerging Hispanic Serving Institute High Impact Support &amp; Programming</b>					
A: Decision Unit No: 12.2	Title:			Priority Ranking 2 of 3	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.0				3.0
PERSONNEL COSTS:					
1. Salaries	118,000				118,000
2. Benefits	60,500				60,500
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	178,500				178,500
OPERATING EXPENDITURES by summary object:					
1. Operating Supplies	32,000				32,000
2. Professional Development	10,000				10,000
TOTAL OPERATING EXPENDITURES:	42,000				42,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	220,500				220,500

**Description:**

The College of Southern Idaho (CSI) is well-positioned to apply for and receive the U.S. Department of Education's (USDE) Hispanic Serving Institution (HSI) designation in the near future. This designation will allow CSI to participate in the federal program designed to assist colleges and universities which focus on assisting and retaining students successfully in higher education. CSI would become the first higher education institution in the State of Idaho to achieve the HSI designation. To be designated as an HSI,

CSI needs to have enrollment of undergraduate full time equivalent (FTE) students that is at least 25 percent Hispanic students, at the end of the award year for two consecutive academic years, immediately preceding the date of application. Of the 25 percent, at least 50 percent of the degree seeking students enrolled must be receiving need-based assistance as defined by the USDE. At the end of Fiscal Year 2018, CSI's

FTE figure with respect to Hispanic student enrollment was 22.87% [to be updated with annual census July 2018].

The Hispanic/Latino college student profile influences—and is directly impacted by—the ever-changing higher education world. As such, understanding what works for Hispanic students to improve access, retention, and completion is critical to our Magic Valley community service area and the State of Idaho. Just as important, the CSI Hispanic FTE figure illustrates the need for the institution to become even more proactive, engaging, and innovative alongside the Hispanic student growth.

The request not only provides the College strategic vision and planning to obtain the designation, but to also expand and sustain services and programming critical to our high impact, high touch expectations with Hispanic residents. This emerging Hispanic initiative request aims to provide services primarily to our high density Hispanic populations in our service area, institutionalizing our Multicultural Student Affairs Coordinator from Title III grant funding into a permanent position, and developing the Career and Technical Education (CTE) Bilingual Healthcare CNA program.

For the Hispanic initiative request to operate effectively, this request seeks on-going funds for two (2) full-time staff professionals, (1) full-time faculty position, and operating funds to support duties/task line of work.

#### Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

CSI requests three (3) FTEs for a) Bilingual (Spanish and English language) Jerome and Gooding Outreach Centers Student Advocate Coordinator, b) Multicultural Student Affairs Coordinator, and c) Bilingual (English and Spanish language) Healthcare CNA instructor, **Total Personnel Costs: \$178,500**

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Two (2) professional staff and one (1) instructor position, Full Time, Full Benefits, Hire Date of July 1, 2019. Two professional staff would be on 12-month contracts, two instructor positions would be on 9-month contracts.

1. Bilingual (Spanish and English language) Jerome and Gooding Student Services Coordinator: Salary: \$35,000 + benefits  
Summary: Employee serves the North Side Centers—Jerome and Gooding Outreach Center service areas to effectively recruit, advise, serve as a completion coach, and provide a wide-range of office coverage and services at both respective campuses. Additionally, works collaboratively with community-based organizations and systems which support student success initiatives.

2. Multicultural Student Affairs Coordinator: \$40,000 + benefits  
Summary: Applies, designs, executes, manages various Hispanic-focused programming and supportive services in the areas of a Parent College Academy, General Education 101-Latino/Hispanic diversity course instruction, College Assistance Migrant Program (CAMP) program application, Idaho Hispanic Chamber of Commerce official designee, development of a campus-wide bilingual/bicultural responsiveness training program for all CSI employees, and summer program academy implementation for incoming Hispanic students.
  3. Bilingual Healthcare CNA Instructor: \$43,000 + benefits  
Summary: Instructor provides CNA instruction, in both English and Spanish, designed to facilitate a viable career entry pathway in the health profession for local Hispanic residents whose primary language is not English. The instructor collects, reports, and presents outcomes data to internal and external constituents.
- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
- Bilingual Student Advocate will be housed in the Jerome and Gooding off-campus centers. This position will report to the North Side Centers Director.
  - Multicultural Student Affairs Coordinator will be housed in the Office of Student Affairs. This position will report to the Dean of Students.
  - Bilingual healthcare instructor will be trained and supported through the College's instructional designer and College & Career Readiness English Acquisition Division. This position will report to the Health Sciences & Human Services Department Chair.
- c. List any additional operating funds and capital items needed.
- Operating Supplies: \$32,000
- Office Supplies: marketing, promotion, and general supplies: \$15,000 (on-going)
  - Instructional Supplies: \$15,000 (on-going)
  - Software: \$2,000 (on-going)
- Professional Development: \$10,000
- Staff and faculty professional development: \$10,000 (on-going)
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

- CSI requests on-going funds to support full-time staff and instructor personnel (salary and benefits) and operational expenditures (operating supplies and professional development).
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The emerging Hispanic Serving initiative legislative request will serve a central piece in our attempt towards a more holistic student understanding and expanding institutional practices which will accelerate Hispanic student achievement across all student services and instructional platforms. The legislative request will also continue to move the needle in a positive direction when it comes to the “next level” of relationship building and strategic plan alignment with state agencies such as the Idaho Commission on Hispanic Affairs, Community Council of Idaho, and Idaho Hispanic Chamber of Commerce. Last, but certainly not least, our Hispanic instruction initiatives will fill in the workforce need gaps of our local health care providers and cultivate go-on strategies with our four-year school partners as we attempt to support our students through the associate-to-bachelor’s degree and career diversity pipeline. If this request is not funded, we face a real dilemma of severely underserving our student diversity interests and employer workforce needs. Equally important, we potentially can undermine cultural responsiveness training and professional development for employees to meet the needs of our Hispanic population.

AGENCY: College of Southern Idaho

FUNCTION: Community College

ACTIVITY: Weekend College

Agency No.: 501

Function No.: 02

Activity No.:

FY 2021 Request

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Original Submission X or

Revision No. \_\_\_\_\_

A: Decision Unit No: 12.3		Title: <b>Weekend College</b>			Priority Ranking 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.0				2.0
PERSONNEL COSTS:					
1. Salaries	71,000				71,000
2. Benefits	38,700				38,700
3. Group Position Funding	45,800				45,800
TOTAL PERSONNEL COSTS:	155,500				155,500
OPERATING EXPENDITURES by summary object:					
1. Operating Supplies	19,000				19,000
2. Professional Development	5,000				5,000
TOTAL OPERATING EXPENDITURES:	24,000				24,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	179,500				179,500

**Description:**

The College of Southern Idaho Weekend College is an innovative and engaging program designed to provide access for students who typically can't attend college during the day. The primary focus of the program is to enable non-traditional students, particularly Hispanics, to complete a transfer degree or certificate within two years. A secondary focus is to enable students to complete pre-program requirements for Health Sciences and Human Services (HSHS) programs or to enable students to complete the General Education Certificate. To accommodate the unique needs of adult learners, courses are offered in a pre-formatted block schedule on Friday evenings, Saturdays, and online. Students attend courses as a cohort and benefit from learning communities in which they develop social and professional relationships with fellow students and faculty. Students receive personalized advising through credential completion and assistance with transition to an HSHS program, a university bachelor program, or employment. Weekend College incorporates mechanisms to support retention and completion through student success strategies and learning assistance services.



This request allows CSI to develop a Weekend College program for working adults and high school students who typically cannot attend a traditional academic model. The program enables students to complete a transfer degree or certificate within two-years of enrollment. For those who seek a bachelor's degree, this program allows students to transfer seamlessly to a university program (BSU, ISU, or UI) on the CSI campus.

For the program to operate effectively, this request seeks on-going funds for two (2) full-time professionals, tutors to provide academic support, and operating funds to support extended weekend hours.

### Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

CSI requests two (2) FTEs for a) coordination of the Weekend College program, b) tutors to support instruction, and c) part-time office specialist, information technology support technician, and building and maintenance personnel to support infrastructure. **Total Personnel Costs: \$155,500**

a) In order to support and effectively operate the Weekend College program, CSI requests one (1) program coordinator to manage the program and one (1) bi-lingual academic coach to advise students through credential completion and to assist students with transfer to a HSHS program, university program, or employment. **Salaries and Benefits for 2 FTE: \$109,700**

b) In order to maintain ongoing excellence in teaching protocol and support services, CSI requests funding to hire qualified tutors (\$10,000). **Group Funding: \$10,000**

c) In order to provide services during extended weekend hours, CSI requests funding for a part-time office specialist (\$15,000), a part-time Information Technology Service Technician (\$10,500), and part-time maintenance personnel (\$10,300). **Group Funding: \$35,800**

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Two (2) Weekend College Staff, Full Time, Full Benefits, Hire Date of July 1, 2019, 12-month contract.

1. Program Coordinator: \$37,000

Summary: Designs, creates, deploys, and manages all operations and personnel for the Weekend College program. Works with internal and external organizations to develop articulation agreements and transfer processes. Collects, reports, and presents outcomes data to internal and external constituents.

2. Bi-lingual Completion Coach: \$34,000

Summary: Advises students through credential completion and assists students with transition/transfer to a HSHS program, university program, or employment. Works with at-risk students to develop effective learning strategies and activities that foster retention. Works collaboratively with campus- and community-based programs and organizations regarding services available to students. Assists in the maintenance of program projects and outcomes assessment.

b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

- Weekend College staff will be housed in the Student Success Center on the main campus and will report to the Dean of Student Success (in place).
- Weekend College Learning Assistance personnel (tutors) will report to the Learning Assistance Coordinator (in place) on the main campus.
- Weekend part-time Information Technology Service Technician will report to the IT Department (in place).
- Weekend part-time Office Specialist will report to the Dean of Student Success (in place).
- Weekend Maintenance Personnel will report to the Maintenance Supervisor (in place).

c. List any additional operating funds and capital items needed.

Operating Supplies: \$19,000

- Office Supplies: marketing, promotion, and general supplies: \$10,000 (on-going)
- Instructional Supplies: \$8,000 (on-going)
- Software: \$1,000 (on-going)

Professional Development: \$5,000

- Staff and faculty professional development: \$5,000 (on-going)

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

- CSI requests on-going funds to support full-time personnel (salary and benefits), group position funding (part-time personnel and tutors), and operational expenditures (operating supplies and professional development).

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The College of Southern Idaho Weekend College program is aimed at improving student access and completion. The program enables students, particularly working Hispanic adults, to complete an associate degree in General Business, Teacher Education, or Agriculture Science or a certificate program in Career and Technical Education within two years through classes taken exclusively on Friday evenings, Saturday, and online. Moreover, the program enables students to complete pre-program course requirements for programs in Health Sciences and Human Services (HSHS) or to complete the General Education Certificate. And, the program offers another option for high school students to take college courses on the CSI campus without interrupting their high school schedule.

We expect to see an increase in enrollment, non-traditional Hispanic enrollment, student retention, degree/certificate completion, and graduation. Moreover, we expect to see an increase in the number of students transferring to university programs in General Business, Teacher Education, and Agriculture Science. These programs are offered by Boise State University, Idaho State University, and University of Idaho, respectively, on the CSI main campus. We expect to see an increase in the number of students prepared for high-need jobs in Career and Technical Education fields.

If this request is not funded, we will continue to run pilot programs, serving small groups of students. This will refine the development of programs and course offerings, but it will not have the desired major impact on increasing student enrollment, retention, and completion rates for students who are unable to attend a traditional college schedule.

AGENCY: Community Colleges

Agency No.: 505 FY 2021 Request

FUNCTION: College of Western Idaho

Function No.: 7 Page \_\_\_\_ of \_\_\_\_ Pages

ACTIVITY:

Activity No.: Original Submission X  
or Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>100% CEC Funding</b>		Priority Ranking 1 of 2	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	106.00			242.75	348.75
PERSONNEL COSTS:					
1. CEC (Based on 3%)	704,000				704,000
2. CEC Benefits	152,400				152,400
TOTAL PERSONNEL COSTS:	856,400	0	0	0	856,400
OPERATING EXPENDITURES by summary object:					
1. Travel					0
					0
					0
TOTAL OPERATING EXPENDITURES:	0	0	0	0	0
CAPITAL OUTLAY by summary object:					
1. PC and workstation					0
					0
TOTAL CAPITAL OUTLAY:	0	0	0	0	0
T/B PAYMENTS:					0
LUMP SUM:					0
GRAND TOTAL	856,400	-	-	-	856,400

**Description:**

This request is for the Change in Employee Compensation (CEC) to be funded 100% on-going, by the General Fund for the positions budgeted by the General Fund and General Fund – “Other.” This change in funding CEC will allow the College to ensure available funding for all budgeted, General Fund and General Fund – Other positions without placing the burden on the tuition and fee revenue source(s).

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

CWI continues to address the funding gap, relative to the other Idaho community colleges. As a result, CWI must carry on the use of tuition and fee revenue to offset this lower level of funding not covered by the General Fund in not only operational costs, but in personnel costs; specifically, CEC.

Below is an excerpt from the FY2020 B-8, DU 13.00 submitted by CWI that illustrates the percentage of FTPs and Funding between the General Fund and Other. Historically, these percentages have averaged 30% funded by General Fund and 70% funded by Other.

FY2020 – CWI Submitted B-8, DU 13.00							
Fund Source	Funding %	FTP %	FTP	Total PC	Salary	Fringe	Health
General	31.16%	30.39%	106.00	\$10,114,300	\$7,338,400.00	\$1,541,000.00	\$1,234,900.00
Other	68.84%	69.61%	242.75	\$22,342,700	\$16,127,900.00	\$3,386,800.00	\$2,828,000.00
Total	100.00%	100.00%	348.75	\$32,457,000	\$23,466,300.00	\$4,927,800.00	\$4,062,900.00

2. What resources are necessary to implement this request?
  - a. This would require the General Fund to absorb the CEC costs for the General Fund – Other positions.
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.
  - a. This request would be on-going, allowing CWI to reallocate its General Fund – Other revenue toward initiatives that would be value added for students, the College and the community.
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
  - a. The CWI employees would be served by this request knowing that CEC is not reliant upon the revenues directly related to students. This would allow that revenue source to be better utilized toward other areas and initiatives to help enrollment, retention and graduation.
  - b. If this request is not funded, CWI will run the risk of not being able to provide comparable CEC funding to those employees that are not covered by the General Fund. This will also result in the College not being able to invest in those initiatives that will help students attain their goals to graduate and become gainfully employed citizens of their communities.

AGENCY: Community Colleges

FUNCTION: College of Western Idaho

ACTIVITY:

Agency  
No.:

505

FY 2021 Request

Function  
No.:

7

Page \_\_\_\_ of \_\_\_\_ Pages

Activity  
No.:Original Submission X  
or Revision No. \_\_\_\_

A: Decision Unit No: <b>12.02</b>		Title: <b>Data Analyst Positions</b>			Priority Ranking 2 of 2
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.0				3.0
PERSONNEL COSTS:					
1. Salaries	165,000				165,000
2. Benefits	71,300				71,300
3. Group Position Funding					0
TOTAL PERSONNEL COSTS:	236,300	0	0	0	236,300
OPERATING EXPENDITURES by summary object:					
1. Travel	1,500				1,500
TOTAL OPERATING EXPENDITURES:	1,500	0	0	0	1,500
CAPITAL OUTLAY by summary object:					
1. PC and workstation	9,600				9,600
TOTAL CAPITAL OUTLAY:	9,600	0	0	0	9,600
T/B PAYMENTS:					0
LUMP SUM:					0
GRAND TOTAL	247,400	0	0	0	247,400

**Description:**

Current Institutional Research (IR) staffing levels are insufficient to support the College of Western Idaho's (CWI) strategic, operational, and tactical data and reporting needs. The College of Western Idaho is requesting approval for three (3) full-time Data Analyst positions. The three Data Analyst positions are mission critical to the short and long-term strategic and operational stability of the College of Western Idaho to meet state and federal reporting requirements, improve institutional effectiveness, and continuing to implement a culture of data driven decision-making.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Current IR staffing levels are insufficient to support CWI's strategic, operational, and tactical data and reporting needs. Therefore, the College of Western Idaho is requesting three (3) Data Analyst positions (\$55,000.00 salary + \$23,750 benefits per each position). These mission critical positions are essential to improving student programming and the student experience, improving data integrity, meeting internal and external state and federal reporting needs, building a sustainable IR function and structure to support CWI's evolving data and reporting needs, and continuing to implement a culture of data driven decision-making.

The Institutional Research (IR) Department supports each and every College of Western Idaho (CWI) unit, division, and department college-wide. Currently, there are three (3) Institutional Research resources (i.e., IR Manager, Sr. Research Analyst, and Research Analyst) to support all of CWI. There is \$271,030.00 of CWI funding currently in the base to support the three CWI IR positions.

The College of Western Idaho is implementing a Data Future State that transitions to a decentralized data resource model and embeds IR resources within the functional areas. The three (3) Data Analysts positions are foundational to the CWI Data Future State and will help create a sustainable institutional research (IR) organizational structure to support CWI's strategic, tactical, and operational data and reporting needs, help ensure data integrity, provide timely and actionable data information and insights, and facilitate data driven decision-making. In addition, having IR resources embedded in the functional areas who know the functional area's business processes and data, will drastically reduce and streamline the time it takes to fulfill operational and tactical reporting and data requests.

## 2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

The 3.0 FTP Data Analyst positions are full-time, benefitted positions and the anticipated start date for the positions is July 1, 2020. Total salary and benefits per each Data Analyst position is \$78,800 a year; On-going travel expense funding of \$500 in for each position and one-time capital outlay of \$3,200 for computer/workstation equipment.

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Without the three (3) mission critical Data Analyst positions, the three (3) existing IR resources will continue to be adversely impacted and have to manage all of CWI's strategic, operational, and tactical data and reporting needs. A significant

amount of time is spent with functional areas when fulfilling data and reporting needs to learn the functional areas' business processes and how data is entered in the system. This requires the IR resources to focus on operational and tactical data and reporting needs as opposed to focusing on much needed higher level strategic IR work college-wide, such as instituting consistent data definitions, ensuring data integrity, assisting in the development of the CWI Data Warehouse, standing-up the Data Future State, etc. Embedding Data Analysts in the functional areas would significantly reduce the amount of time spent fulfilling operational and tactical data and reporting needs, free current IR resources time to focus on mission critical strategic IR work college-wide, and help facilitate a data driven decision-making culture. In addition, current data and reporting needs are not able to be fulfilled in a timely manner due to extensive amount of data and reporting needs and requests and the limited amount of IR resources to fulfill all of CWI's data and reporting needs.

- c. List any additional operating funds and capital items needed.

Additional funds are needed for the following items (please see table above for actual costs):

1. Travel: \$500 (x3) = \$1,500
2. PC and workstation: \$3,200 (one-time) (x3) = \$9,600

- d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)

This request is based on significant adverse impacts being experienced on a strategic, operational, and tactical level throughout CWI due to the insufficient amount of IR resources to support all of CWI's data and reporting needs college-wide.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This is an on-going budget request for the personnel costs associated with the three (3) Data Analyst positions. The \$500 in operating costs per each position is an on-going expenditure for travel expense to facilitate training and professional development.

This request reflects the college's efforts related to making data driven decisions that will assist CWI in better providing stakeholders with information from which



decisions can be made regarding the factors that affect enrollment, retention, completion and operations, which will have a positive impact on revenue.

All positions in this request, including operating expenses, are ongoing. No changes will be made to fee structure; no grant awards are currently being sought for these positions.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

CWI students and the entire CWI organization are expected to be positively impacted and served by this request. The expected impacts are to improve student programming and the student experience, improve data driven decision-making, improve data integrity, meet internal and external state and federal reporting needs, and build a sustainable IR function and structure to support CWI's evolving strategic, operational, and tactical data and reporting needs.

If this request is not funded, CWI students and all of CWI will continue to be adversely impacted. The following items are currently adversely impacted: CWI student programming and the student experience; data driven decision-making; data integrity; ability to meet internal and external state and federal reporting needs and the CWI Data Future State.

AGENCY: Community Colleges

FUNCTION: North Idaho College

ACTIVITY: Board approved category

Agency No.: 501

Function No.: 02

Activity No.:

FY 2021 Request

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Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>TRANSITION ADVISORS</b>			Priority Ranking 1 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	4.00				4.0
PERSONNEL COSTS:					
1. Salaries	206,100				206,100
2. Benefits	106,200				106,200
3. Retirement & Taxes					
TOTAL PERSONNEL COSTS:	312,300				312,300
OPERATING EXPENDITURES by summary object:					
1. Travel & Professional Development	21,200				21,200
TOTAL OPERATING EXPENDITURES:	21,200				21,200
CAPITAL OUTLAY by summary object:					
1. PC and workstation	22,000				22,000
TOTAL CAPITAL OUTLAY:	22,000				22,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	355,500				355,500

**Description:**

Transition advisors are committed to the needs of students who are interested in pursuit of further education, or would pursue such possibilities if they were better informed and supported for such pursuits. As the college, the wider community, and the state seeks to achieve the critical goals of a more educated citizenry, and support non-traditional student educational advancement, and non-traditional or returning adults, commitment of a dedicated transition advisor will effectively and efficiently address a clear and evident need.

At NIC, transition coordinators would be dedicated to serving specific populations of students from helping dual credit students matriculate and transition into traditional college students after high school graduation to helping students graduating NIC prepare to transfer on to our four-year sister institutions. Perhaps most importantly, transition advisors will work with our adult learners to transition to higher education.

For NIC, this need is well defined in our student population pursuing their GED and working on non-credit certification programs at the Workforce Training Center. NIC is well aware that the vast majority of GED students aspire to more education, the high school equivalent is not a terminus but a gateway. However, the GED program, as a grant funded operation, has advising to bring students into the Adult Education Center and can provide some guidance and information for future steps upon graduation, but the needs far outstrip the piecemeal resource currently in place.

Another example are the many students in apprenticeship programs at NIC's Workforce Training Center. These students often mirror the profile and the interests of GED students at NIC and desire to pursue higher education, yet do not have the guidance needed to transition to higher education. Transition advisors provide the necessary support to help non-traditional or returning adults by providing the commitment of a dedicated transition resource to provide counsel, advising and problem solving to make pursuit of a higher education a reality.

### Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request is for 4.0 FTE Transition Advisors to provide guidance and support for dual credit and non-traditional, adult learners. There is currently no dedicated resource assigned to these populations.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
  - i. Four Full-Time, Benefit Eligible Transition Advisors. Anticipated Start Date of July 1, 2020. Anticipated Salary \$51,517 P5 on NIC Salary Schedule.
- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
  - i. N/A
- c. List any additional operating funds and capital items needed.
  - i. Operating Funds: \$5,300 Travel and Professional Development per FTE.
  - ii. Capital Outlay: \$5,500 for Initial IT and Furniture Set-Up per FTE.
- d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)
  - i. Projection based on current salary schedule at North Idaho College for similar positions and operating and capital allocations for new positions.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.
  - i. This request is for on-going funding of personnel and operating expenses to support the Transition Advisor positions.
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
  - i. This request will serve both transitioning dual credit students as well place specific resources to serve adult learners and students desiring to transition for GED and non-credit programs at the Workforce Training Center. The anticipated impact of this request is a greater matriculation of GED graduates and non-credit Workforce Training Center students entering into degree programs at NIC. In addition, an anticipated impact is higher enrollment of adult learners and returning adult learners who have some college but no degree.

AGENCY: Community Colleges

FUNCTION: North Idaho College

ACTIVITY: Board approved category

Agency No.: 501

Function No.: 02

Activity No.:

FY 2021 Request

Page \_1\_ of 3 Pages

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>REGIONAL ENTREPRENEURSHIP</b>			Priority Ranking 2 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.00				3.0
PERSONNEL COSTS:					
1. Salaries	178,500				178,500
2. Benefits	84,800				84,800
3. Retirement & Taxes					
TOTAL PERSONNEL COSTS:	263,300				263,300
OPERATING EXPENDITURES by summary object:					
1. Travel & Professional Development	15,900				15,900
TOTAL OPERATING EXPENDITURES:	15,900				15,900
CAPITAL OUTLAY by summary object:					
1. PC and workstation	11,000				11,000
TOTAL CAPITAL OUTLAY:	11,000				11,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	290,200				290,200

**Description:**

As part of our mission to be responsive to the needs of the community and ensure quality educational programs that prepare students for both transfer and career, North Idaho College has invested heavily in creating a center for entrepreneurship education where entrepreneurs from across North Idaho can receive training, advice, guidance and access to a state of the art makerspace and rapid prototyping lab to ensure Idaho is a place where ideas are developed and products are made.

This request is to expand the reach of NIC's entrepreneurship education and outreach efforts, increasing our capacity and creating a regional resource for economic development in North Idaho. North Idaho College recently received an i6 Innovation Grant from the Economic Development Administration to bring a rapid prototype lab to campus. In addition, North Idaho College was named the 2018 Entrepreneurial College of the Year by the National Association of Community College Entrepreneurship. This

request builds upon this work to add two lab assistants to assist entrepreneurs and students to take their idea from concept to credible business venture.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request is for 3.0 FTEs to expand the impact and educational offerings related to entrepreneurship, prototyping and business development. This request will cover the personnel and operating expenses for a director and two lab instructors.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

- i. One Full-Time, Benefit Eligible Director of Regional Entrepreneurship. Anticipated Start Date of July 1, 2020. Anticipated Salary \$75,427 P9 on NIC Salary Schedule. Currently the director has been grant funded. The support of this line item will create sustainability and enhancement of this program for the North Idaho region.

- ii. Two Full-Time, Benefit Eligible Lab Instructors. Anticipated Start Date of July 1, 2020. Anticipated Salary \$51,517 P5 on NIC Salary Schedule

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

- i. N/A

- c. List any additional operating funds and capital items needed.

- i. Operating Funds: \$5,300 Travel and Professional Development per FTE.

- ii. Capital Outlay: \$5,500 for Initial IT and Furniture Set-Up for 2 FTEs.

- d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)

- i. Projection based on current salary schedule at North Idaho College for similar positions and operating and capital allocations for new positions.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

- i. This request is for on-going funding of personnel and operating expenses to support Regional Entrepreneurship.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
  - i. This request will serve both students at North Idaho College pursuing credit and non-credit course work as well as the larger community and students from other higher education institutions pursuing entrepreneurship and product proto-typing.

AGENCY: Community Colleges

FUNCTION: North Idaho College

ACTIVITY: Board approved category

Agency No.: 501

Function No.: 02

Activity No.:

FY 2021 Request

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Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>ASSESSMENT COORDINATOR</b>			Priority Ranking 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	62,400				62,400
2. Benefits	28,900				28,900
3. Retirement & Taxes					
TOTAL PERSONNEL COSTS:	91,300				91,300
OPERATING EXPENDITURES by summary object:					
1. Travel & Professional Development	5,300				5,300
TOTAL OPERATING EXPENDITURES:	5,300				5,300
CAPITAL OUTLAY by summary object:					
1. PC and workstation	5,500				5,500
TOTAL CAPITAL OUTLAY:	5,500				5,500
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	102,100				102,100

**Description:**

The push for documented, cyclical, and meaningful student learning outcomes assessment originated in a call for public accountability, but has been a focal point for accrediting bodies since the 1980s. The role of an Assessment Coordinator is a common approach for institutions to support learning outcomes assessment efforts.

At North Idaho College, the Student Learning Outcomes Assessment (SLOA) committee is responsible for guiding assessment efforts in the General Education Matriculation courses and program learning outcomes within the program review process. The institution is also aware of the need for course-level outcomes assessment and co-curricular learning outcomes assessment.

Accrediting bodies nationwide declare, and rightly so, that learning outcomes assessment efforts must be conducted with significant participation of faculty members. Although this aspect is crucial, there is another, often overlooked component that is critical for success:



a knowledgeable support structure. Faculty members are professionals in their areas of study, but frequently have little training or expertise in best practices for outcomes assessment.

Despite almost 40 years of outcomes assessment emphasis in higher education, North Idaho College can still improve in the area of planning, facilitating, implementing, and communicating comprehensive and consistent assessment processes that yield actionable results. This year's SLOA co-chairs conducted a review of institutions that excel at outcomes assessment and found a single commonality in each case: support and guidance from the Institutional Effectiveness unit.

The Assessment Coordinator will help North Idaho College embrace outcomes assessment as a part of the institutional culture. The Coordinator will assist programs, committees, and working units with establishing learning outcomes, and identifying and implementing quality methods for assessment of those outcomes. This role facilitates and champions the use of data for informed decision-making that may include review of instructional methodology, curriculum design, and strategic planning efforts.

### Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request is for 1.0 FTE Assessment Coordinator to provide guidance and support for outcomes assessment throughout the institution. This activity is currently being handled by full-time faculty members on reassigned time.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
  - i. One Full-Time, Benefit Eligible Assessment Coordinator. Anticipated Start Date of July 1, 2020. Anticipated Salary \$62,336 P7 on NIC Salary Schedule.
- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
  - i. N/A
- c. List any additional operating funds and capital items needed.
  - i. Operating Funds: \$5,300 Travel and Professional Development
  - ii. Capital Outlay: \$5,500 for Initial IT and Furniture Set-Up
- d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)

- i. Projection based on current salary schedule at North Idaho College for similar positions and operating and capital allocations for new positions.
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.
  - i. This request is for on-going funding of personnel and operating expenses to support the Assessment Coordinator position.
4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
  - i. All full-time faculty members will receive support from the Coordinator. At a deeper level, quality outcomes assessment has a significant impact on program quality and student learning gains. Therefore, all students enrolled in credit-bearing courses will subsequently benefit from the work of the Coordinator. Providing evidence for accreditation reports will be streamlined and simplified, as the Coordinator works to systematize assessment efforts. Additionally, the work of the Assessment Coordinator can significantly inform efforts in the following statewide momentum pathway initiatives:
    - 15 to Finish
    - Math Pathways
    - Co-requisite Support
    - Momentum Year
    - Academic Maps
    - A Better Deal for Returning Adults

**AGENCY: Agr. Research/Ext.-UofI**  
**FUNCTION: Ag Research & Extension**

Agency No.: 514  
 Function No.: 02

FY 2021 Request  
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 Original Submission X or  
 Revision No. \_\_\_\_

ACTIVITY:

Activity No.:

Idaho Center for Plant and Soil Health					
A: Decision Unit No: <b>12.01</b>	Title: <b>Health</b>	Priority Ranking 1 of 1			
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
Idaho Center for Plant and Soil Health	3,000,000				3,000,000
TOTAL CAPITAL OUTLAY:	3,000,000				3,000,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	3,000,000				3,000,000

### Description:

This proposal enables the University of Idaho's College of Agricultural and Life Sciences to provide a facility that will address the issues of limited space, outdated facilities, and pest and pathogen containment while providing increased student and stakeholder training to meet the essential needs for the life cycle of crop production.

### Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The University of Idaho Agricultural Research and Extension Service is requesting support for a replacement and enlargement of the laboratory facilities at the Parma Research and Extension Center to establish the Idaho Center for Plant and Soil Health. This center will allow the University of Idaho to continue its innovative research and education in the fields of potatoes, onions, small grains, wine grapes, mint, hops, sugar beets, table grapes, beans, and a multitude of seed and other crops important for the diverse agricultural production in Idaho. These commodities are struggling to develop adequate and economical pest management strategies while maintaining soil health that is critical to plant health and crop quality. These are issues that affect all crops in Idaho.

Although we are targeting expansion at the Parma R&E Center, this new facility will have broad application and address vital research needs across all of Idaho agriculture, benefitting the industry statewide. The current facility at the Parma R&E Center is limited and outdated. Modern and increased space would allow for the growth of the program in support of Idaho agriculture. Crop production in Idaho contributes to supplying food to world markets and is an important economic driver in Idaho's Gross State Product (GSP).

The staffing levels for the Idaho Center for Plant and Soil Health will be a re-distribution of current personnel appropriations and is not included in this request.

2. What resources are necessary to implement this request?

Attached are the detailed expenses for the construction of the Idaho Center for Plant and Soil Health.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

The estimated project cost for this facility is \$7 million. The College of Agricultural and Life Sciences will contribute \$1 million from existing funds, and a variety of stakeholders (comprised of commissions, allied industries and individual growers) have pledged to raise \$3 million across multiple agricultural interests in Idaho. This one-time request to the JFAC is for the remaining \$3 million in Capital Outlay that will support the research, education, and Extension mission of the University of Idaho.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request is designed to serve the students who will be afforded more educational and scientific employment opportunities in the cropping industries, the University of Idaho plant and soil health researchers who bring improvements and innovations to farms and consumers' tables, the sustainability of Idaho's diverse agricultural commodities, and ultimately the citizenry of Idaho who benefit from the economic

impact of the state's agricultural industries. Building a new center will reinforce the established need for earlier funding from the State of Idaho to construct new graduate student housing at many of our Research and Extension Centers across the state. The Parma R&E Center is slated for new graduate student housing this year.

If unfunded, the Parma R&E Center will remain confined to its current facility of outdated laboratories and inadequate technology, which will limit the ability to attract excellent and impactful early-career faculty in research, teaching and Extension. The Idaho Agricultural Experiment Station will be unable to keep up with the demands to solve emerging issues in pest management, irrigation efficiency and maintenance of crop quality through proper soil health. Ultimately, Idaho agriculture would suffer, which would in turn affect the state's economy.

**AGENCY: Health Education**  
**FUNCTION: WWAMI Medical**  
**Education**

**ACTIVITY: Strategic Initiatives**

Agency No.: 515

Function No.: 02

Activity No.:

FY 2021 Request

Page \_1\_ of 6\_ Pages  
 Original Submission \_x\_ or  
 Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>ECHO IDAHO PROJECT</b>			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	2.0				2.0
PERSONNEL COSTS:					
1. Salaries	137,100				137,100
2. Benefits	50,800				50,800
3. Group Position Funding	61,700				61,700
TOTAL PERSONNEL COSTS:	249,600				249,600
OPERATING EXPENDITURES by summary object:					
1. Travel	9,200				9,200
2. Operating	31,500				31,500
TOTAL OPERATING EXPENDITURES:	40,700				40,700
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	290,300				290,300

### Description:

#### ECHO Idaho Project

Project ECHO (Extension for Community Health Outcomes) is a telehealth mentoring model that expands access to specialty and high-quality primary care. The ECHO Idaho project uses distance technology to leverage scarce resources to build the capacity of healthcare providers to treat complicated patients they would otherwise refer out. ECHO Idaho offers providers the knowledge and support they need through continuing medical education and participant-provided case studies to treat common, complex conditions in rural and underserved areas within Idaho. In this way, patients receive the right care, in the right place, at the right time.

The ECHO model was developed by the University of New Mexico Medical Center to expand access to Hepatitis C treatment in rural New Mexico. ECHO has now been

successfully replicated throughout the United States in more than 30 states to address more than 60 complex diseases, including diabetes, opioid addiction, and behavioral/mental health.

ECHO Idaho launched its first virtual teleECHO clinic March 2018 focusing on Opioid Addiction and Treatment. Twice a month, an interdisciplinary specialist team of Idaho experts use video conferencing to connect over the lunch hour with students and providers throughout the state for a brief lecture on an opioid-related topic followed by a case presentation and discussion. ECHO Idaho is the only ECHO project focused on filling the need to support local networks, create linkages, and build community of *Idaho* providers who care for *Idaho* patients, and who understand *Idaho's* unique challenges and opportunities.

### **Questions:**

#### **1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

The request is for personnel costs and operating expenses. Funds will be utilized to provide staff salary and benefits, as well as cover yearly operating expenses for the ECHO Idaho project.

The request is for two full-time ECHO staff personnel and salary compensation for ECHO panel experts for clinic sessions. ECHO Idaho staff will maintain critical infrastructure to deliver teleECHO clinics in; 1. Opioid Addiction and Treatment and 2. Behavioral/Mental health. ECHO Idaho staff will collect and analyze data from various sampling points on ECHO Idaho's impact to the state. Resources will also be utilized to support travel, supplies and operating expenditures to support teleECHO sessions and ECHO Idaho project functions. The University of Idaho launched ECHO Idaho in March 2018 and has been sustaining programming since with resources from philanthropic support, direct federal and state grants and a one-time appropriation from the Idaho State Legislature. The University of Idaho will continue to support ECHO program through WWAMI Medical Education by providing administrative oversight and assistance from our financial specialist and other program staff. We are asking for permanent base funding support for ECHO Idaho.

#### **2. What resources are necessary to implement this request?**

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.**

Program Director (1.0 FTE), full time, 12 month appointment, benefit eligible. Hired

This position is responsible for providing direction and guidance for the overall success of the ECHO Idaho project. The program director manages the day-to-day operations of the ECHO program and ensures the coordination of teleECHO clinic initiatives and deliverables. Key responsibilities include planning and oversight of the team's activities,

coordinating ECHO curriculum development, and promoting the ECHO learning model in the state. The program director builds effective relationships with Project ECHO staff, University of Idaho staff, and community partners to advance the program in the state.

Program Coordinator (1.0 FTE), full time, 12 month appointment, benefit eligible. Hired

This position is responsible for coordinating educational sessions for ECHO Idaho and assisting with the use of distance learning technology. The clinic coordinator supports the production and distribution of distance education course materials, schedules, and facilitates delivery of academic courses to learners at remote sites. Key responsibilities include conducting surveys and preparing reports as needed, developing and distributing promotional and informational materials, and providing direct academic/administrative guidance and assistance to distance education students. The program coordinator maintains the integrity of data collection and databases and maintains collaborative relations with rural community partners and internal ECHO/University of Idaho staff.

**b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.**

Financial specialists will support project operations to process travel and supply purchases. Human Resources will support hiring of personnel. Marketing and Communications staff will support publication and promotion of project results. Director level oversight to ensure adherence to University policies and procedures. Existing operations will be minimally impacted as these functions are currently in place to support all similar activities within the WWAMI Medical Education program.

**c. List any additional operating funds and capital items needed.**

No capital funding is required. Operating funds of \$40,700 are requested to cover travel, supplies and teleECHO operating expenses.

**d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)**

This request is calculated on the minimum required resources to support ECHO Idaho teleECHO clinics in two critical areas: Opioid Addiction and Treatment and Behavioral Health/Mental Health. Personnel and operating needs were projected based on FY20 actuals. State support will allow us to create a stable program base and use grants to expand our programming to meet current demand.



- 3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

This request is for ongoing annual funding in support of ECHO Idaho teleECHO clinics on Opioid Addiction and Treatment, and Behavioral Health/Mental Health. It is anticipated that additional grants will be sought to support the growth of ECHO clinic sessions on other complex diseases in Idaho. Data collection and sample analysis collected through the ECHO Idaho program will continue to build a long-term data set to demonstrate the health care impacts from participants of the teleECHO clinics.

After launching ECHO Idaho, we have seen immediate statewide participation and impact. So much so, demand for behavioral health ECHO trainings has already outpaced what we are able to offer with grant funding alone. We have fielded repeated requests to offer additional trainings by providers across the state. State support will allow us to create a stable program base and use grants to expand our programming to meet current demand. Our strategic vision is to maintain essential programming in Opioid Addiction and Treatment and Behavioral Health as well as grow the number of offerings by creating learning communities to tackle other critical health areas in the state.

- 4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

Enrollment and participation in ECHO Idaho is free and practitioners earn continuing medical education credits. The target audience is a wide range of healthcare providers, including nurses, community health workers, medical assistants, pharmacists, counselors, nurse practitioners, physician assistants, physicians, students and others who provide healthcare education or services. In ECHO Idaho's first year, participants come from all seven health districts, 43 counties, 56 cities, and 120 clinics/organizations. Collectively, over 325 participants have received over 1,100 hours of free medical education. Feedback has been positive, and interest is rapidly growing. Idaho providers, healthcare workers, health profession students and patients will be served by this critical program. The expected impacts are long-term changes in health provider self-efficacy and knowledge in specialty areas for complex clinical problems in Idaho. These benefits will impact Idaho patients by providing the right treatment in the right time in a cost-effective model. The ECHO model is cost-effective in terms of expenses relative to outcome improvements. Cost savings attributed to ECHO projects in other states include reduced hospitalizations and ER visits, preventing the costs of untreated diseases, savings related to increased provider recruitment and retention, and patients saving the expense of traveling long distances to see a specialist.

If this project is not funded there will be increased difficulty to obtain any of the benefits mentioned previously.

**AGENCY: Health Education Programs**FUNCTION: Graduate Medical  
Education

ACTIVITY: Strategic Initiative

Agency No.: 515

Function No.: 04

Activity No.:

FY 2021 Request

Page 1\_ of \_3 Pages  
Original Submission X or  
Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>Graduate Medical Education</b>			Priority Ranking 1 of 1
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)	1.0				1.0
PERSONNEL COSTS:					
1. Salaries	\$240,000				\$240,000
2. Benefits	0				0
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$240,000				\$240,000
OPERATING EXPENDITURES by summary object:					
1. Operating Expenses					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1.					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:	\$2,547,500				\$2,547,500
LUMP SUM:					
GRAND TOTAL	\$2,787,500				\$2,787,500

**Description:**

The Legislature appropriated the following for fiscal year 2019.

Family Medicine Residencies, \$565,000:

FMRI Boise, \$240,000 to increase funding to \$35,000 per resident

ISU FMR, \$105,000 to increase funding to \$40,000 per resident

Kootenai FMR, \$90,000 to increase funding to \$35,000 per resident

ISU Pharmacy, \$130,000 for the following:

Pharmacy Program Director \$30,000

Pharmacy Admin Coordinator \$10,000

Three (3) Pharmacy Residents \$90,000

Boise Internal Medicine, \$77,500 to increase funding to \$17,500 per resident

Psychiatry Education, \$240,000 to increase funding to \$60,000 per resident  
 Eastern Idaho Medical Residencies, \$455,000 established at \$35,000 per resident  
 Bingham Internal Medicine, \$525,000 established at \$35,000 per resident

The Legislature appropriated the following for fiscal year 2020.

Family Medicine Residencies, \$750,000:

FMRI Boise, \$330,000 to increase funding from \$35,000 to \$45,000 per resident  
 ISU FMR, \$60,000 for Rexburg resident, \$60,000 for hospitalist and \$300,000 for rural training track residents

Boise Internal Medicine, \$227,500:

\$150,000 for 3 new residents at \$50,000 each  
 \$62,500 to increase funding for 25 residents from \$17,500 to \$20,000  
 \$10,000 to increase funding for 4 Preliminary Year interns from \$17,500 to \$20,000  
 \$5,000 to increase funding for 2 IM Chief Residents from \$17,500 to \$20,000

Eastern Idaho Medical Residencies, \$550,000:

\$50,000 to increase funding for 10 residents from \$35,000 to \$40,000  
 \$500,000 for 10 new residents at \$50,000 each

Bingham Internal Medicine, \$110,000:

\$60,000 to increase funding for 12 residents from \$35,000 to \$40,000  
 \$50,000 for 1 new resident at \$50,000

Assumptions for FY 2021 line item requests:

1. Update for FY 2021 using the following criteria.

FMR, \$720,000:

\$60,000, one new Boise resident at \$60,000  
 \$30,000, one new Boise Pharmacy D resident at \$30,000  
 \$165,000, increase funding for 33 residents from \$40,000 to \$45,000  
 \$45,000, increase funding for 9 Caldwell FM rural training track from \$40,000 to \$45,000  
 \$30,000, increase funding for 6 Magic Valley FM rural training track from \$40,000 to \$45,000  
 \$60,000, one new Kootenai FM/Behavioral Health Fellowship at \$60,000  
 \$90,000, increase funding for 18 Coeur d'Alene residents from \$40,000 to \$45,000  
 \$60,000, one new ISU Rexburg Rural Training Track at \$60,000  
 \$105,000, increase funding for 21 ISU residents from \$40,000 to \$45,000  
**\$75,000, ISU Offset**

2. University of Utah, \$180,000: 3 new residents at \$60,000 each

3. Boise Internal Medicine, \$347,500:

\$180,000, 3 new residents at \$60,000 each  
 \$60,000, one new IM Chief Resident

- \$62,500 to increase funding for 25 VA residents from \$20,000 to \$22,500
- \$30,000 to increase funding for 3 new residents from \$50,000 to \$60,000
- \$10,000 to increase funding for 4 Preliminary Year interns from \$20,000 to \$22,500
- \$5,000 to increase funding for 2 IM Chief Residents at VA from \$20,000 to \$22,500
- 4. Psychiatry Education, \$240,000 for 4 additional residents at \$60,000 each
- 5. Eastern Idaho Medical Residencies, \$1,110,000:
  - \$600,000 for 10 new residents at \$60,000 each
  - \$360,000 for 6 new FM residents at \$60,000 each
  - \$50,000 to increase funding for 10 residents from \$40,000 to \$50,000
  - \$100,000 to increase funding for 10 residents from \$50,000 to \$60,000
- 6. Bingham Internal Medicine, \$190,000:
  - \$60,000 for 1 new resident at \$60,000
  - \$60,000 for 1 new IM Emergency Medicine Fellowship
  - \$60,000 to increase funding for 12 residents from \$40,000 to \$45,000
  - \$10,000 to increase funding for 1 resident from \$50,000 to \$60,000

See following page for total increases by program for all Health Education Programs.

Family Medicine Residencies	\$480,000
ISU FMR	240,000
University of Utah School of Medicine	180,000
Boise Internal Medicine	347,500
Psychiatry Education	240,000
Eastern Idaho Medical Center	1,110,000
Bingham Internal Medicine	<u>190,000</u>
Total Graduate Medical Education	\$2,787,500

## Ten Year GME FY 2021 Budget Increase Request

Draft 5/30/2019								
Program	Current Funding per FTE	Existing Residents (FY2021)		New Residents / Fellows (FY 2021)		Other		Total FY 2021 Requested Funding Increase
		FTEs	Increase Funding to \$45K	FTEs	Funding at \$60K	FTEs		
<b>Family Medicine Residency of Idaho</b>	\$ 40,000							
Boise Family Medicine		33	\$ 165,000	1	\$ 60,000		\$ -	\$ 225,000
Caldwell FM Rural Training Track		9	45,000		-		-	45,000
Magic Valley FM Rural Training Track		6	30,000		-		-	30,000
Nampa Family Medicine		6	<i>funded</i>	6	<i>funded</i>			
Boise Pharm D Resident						1	30,000	30,000
Total		54	\$ 240,000	7	\$ 60,000	1	\$ 30,000	\$ 330,000
<b>Idaho State University</b>	\$ 40,000							
Pocatello Family Medicine		21	\$ 105,000		\$ -		\$ -	\$ 105,000
RTT Rexburg Resident		1	<i>funded</i>	1	60,000		-	60,000
ISU Pharm D Residents						3	<i>funded</i>	
ISU Offset							75,000 <sup>1</sup>	75,000
Total		22	\$ 105,000	1	\$ 60,000	3	\$ 75,000	\$ 240,000
<b>Kootenai</b>	\$ 40,000							
Coeur d'Alene Family Medicine		18	\$ 90,000		\$ -		\$ -	\$ 90,000
FM/Behavioral Health Fellowship				1	\$ 60,000			\$ 60,000
Total		18	\$ 90,000	1	\$ 60,000		\$ -	\$ 150,000
<b>University of Washington/VA</b>	\$ 20,000	(Increase to 22,500)						
Internal Medicine (while on VA campus)		25	\$ 62,500					\$ 62,500
Internal Medicine (while off VA campus)		3	(Partially funded FY 2020 <sup>2</sup> )	3	\$ 180,000		\$ 30,000 <sup>2</sup>	\$ 210,000
Preliminary Year Intern Program		4	10,000				-	10,000
IM Chief Resident (while on VA campus)		2	5,000				-	5,000
IM Chief Resident (while off VA campus)				1	60,000			60,000
Total		34	\$ 77,500	4	\$ 240,000		\$ 30,000	\$ 347,500
<b>University of Washington - Psychiatry</b>	\$ 49,725 <sup>3</sup>							
Seattle/Boise Core Program		8	(Already funded above \$45K)	4	\$ 240,000		\$ -	\$ 240,000
Total		8	\$ -	4	\$ 240,000		\$ -	\$ 240,000
<b>Bingham Internal Medicine</b>	\$ 40,000							
Blackfoot Internal Medicine		12	\$ 60,000	1	\$ 60,000			\$ 120,000
Blackfoot Internal Medicine		1	(Partially funded FY 2020 <sup>4</sup> )				\$ 10,000 <sup>4</sup>	\$ 10,000
IM Emergency Medicine Fellowship				1	\$ 60,000			\$ 60,000
Total		13	\$ 60,000	2	\$ 120,000		\$ 10,000	\$ 190,000
<b>Eastern Idaho Regional Medical Cente</b>	\$ 40,000							
Idaho Falls - Internal Medicine		10	\$ 50,000	10	\$ 600,000			\$ 650,000
Idaho Falls - Internal Medicine		10	(Partially funded FY 2020 <sup>5</sup> )				\$ 100,000 <sup>5</sup>	\$ 100,000
Idaho Falls- Family Medicine				6	\$ 360,000			\$ 360,000
Total		20	\$ 50,000	16	\$ 960,000		\$ 100,000	\$ 1,110,000
<b>University of Utah / ISU/Psychiatry</b>	\$ 60,000							
Salt Lake City/Pocatello Core Program		3	<i>funded</i>	3	\$ 180,000		\$ -	\$ 180,000
Total		3	\$ -	3	\$ 180,000		\$ -	\$ 180,000
<b>Grand Total</b>		172	\$ 622,500	38	\$ 1,920,000	4	\$ 245,000	\$ 2,787,500

1. Residual offset for ISU Medicaid GME

2. Three new resident(s) in FY 2020 paid for @ \$50K/resident instead of \$60K/resident. Hence 3 x \$10K = \$30K

3. UW. Psychiatry resident(s) already funded above \$45K. Will catch up to \$60K with subsequent budgets

4. One new resident in FY 2020 paid for @ \$50K/resident instead of \$60K/resident. Hence 1 X \$10K = \$10K

5. Ten new resident(s) in FY 2020 paid for @ \$50K/resident instead of \$60K/resident. Hence 10 X \$10K = \$100K

**AGENCY: Special Programs**  
 FUNCTION: Idaho Geological Survey  
 ACTIVITY: Board approved category

Agency No.: 516  
 Function No.: 02  
 Activity No.:

FY 2021 Request  
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 Original Submission X or  
 Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>Competitive Salaries and Benefits</b>			Priority Ranking 1 of 1
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	.44				.44
PERSONNEL COSTS:					
1. Salaries	116,700				116,700
2. Benefits	29,100				29,100
3. Additional Staff Benefits for funding shortfall	70,600				70,600
TOTAL PERSONNEL COSTS:	216,400				216,400
OPERATING EXPENDITURES by summary object:					
1) Additional Operations	20,000				20,000
2) Research funding, 4 areas of interest. (One-time)	60,000				60,000
TOTAL OPERATING EXPENDITURES:	80,000				80,000
CAPITAL OUTLAY by summary object:					
1. One-time Software Purchase (OT)	15,000				15,000
TOTAL CAPITAL OUTLAY:	15,000				15,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	311,400				311,400

### Description:

The IGS provides an essential service to the Idaho's citizens and economy.

Public demand for geologic and geospatial services from the Idaho Geological Survey (IGS) has grown each year for the last five years. The IGS conducts research and publishes maps, reports, and data on geologic mapping, mines and minerals, oil and gas, hydrogeology, and geologic hazards throughout the state. These publications are available to the public on the agency website for download at no cost. Website visitors have continued to increase, and in FY 2018, nearly a half million visits were logged, over 200,000 publications were downloaded, and more than 18,000 visitors used IGS web map applications to explore Idaho.

The FY 2021 budget request is to address employee retention issues by offering competitive salaries, add to IGS benefits pool to compensate for rising costs, add FTE to assist IGS in meeting public demands, and increase operating costs to supply products and travel necessary to serve the geological, economic, and educational needs of the state of Idaho.

In addition, a one-time request is being made for seed funding for hydrogeology and petroleum research projects across the state.

### Questions:

What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

- 1) Salary adjustments for Seven (7) IGS Exempt and Classified Staff
  - a. Appropriation of \$64,658 in salary is being requested to bring 7 staff (exempt and classified) up to a competitive rate. In order to slow employee turnover, the IGS needs to address employee retention issues. With IGS operating in Moscow and Boise within the University of Idaho (UI) and in close proximity to Washington State University, Boise State University, Schweitzer Engineering, and Micron Technology among others, we are experiencing high turnover of skilled staff and having an increasingly difficult time hiring qualified geologists and operations personnel.
  - b. In association with this salary increase, an added \$13,288 is being requested to cover the increase in benefits costs as calculated by DFM worksheet.
  - c. IGS has its own appropriation line from the Idaho legislature and does not have access to General Education funds from the UI. This funding request will bring all IGS exempt and classified staff up to competitive rates set by UI and Washington State University.
- 2) Additional FTE of .125 for the Assistant to the Director and additional FTE of .31 for the Senior Geologist. A total of \$52,082 is requested for salary and \$15,829 for benefits.
  - a. Request is to raise the FTE of the Assistant to the Director from .875 FTE to a full 1.0 FTE and the FTE of the Senior Geologist from .69 FTE to a full 1.0 FTE.
  - b. Requesting an additional appropriation of \$15,829 in benefits for both positions as calculated by DFM worksheet
  - c. Additional funding and FTE for the two positions, as stated above, adds increased services to the public and improves employee retention at IGS. The .125 FTE increase for the Assistant to the Director will allow full-time

work without the extra funding being drawn from IGS operating funds (OE, CO, and Travel). The additional .31 FTE for the Senior Geologist provides a much stronger state match for competitive U.S. Geologic Survey grants and permits the Survey to secure larger federal grants and map larger areas throughout the state. Providing a small increase in FTE for the Senior Geologist also permits more resources to be allocated for earth science education in public and private schools and outreach opportunities throughout the state. This FTE increase for the Senior Geologist position will also decrease dependence on operations funds to cover salary costs.

- 3) Benefits increase to cover rising benefits rate at UI, \$70,556. Being administered by UI, even though funded independently, benefits costs for IGS has increased by **~5% of our total budget** due to changes in the UI benefits rate. IGS manages our funding very carefully and having an additional 5% of expenditures added without accompanying appropriation increase significantly stretches our resources.
- 4) Operating funds increase (\$20,000) to supplement basic operations and travel needs. As IGS expands and becomes more specialized, the need for additional travel, advanced software, and specialized testing and analysis is becoming more crucial than ever.
  - a. Travel to outreach and research sites for the development of new projects.
  - b. Testing and analysis costs are currently over \$10,000 per year. Sample testing and analysis is critical for IGS geologists to complete a wide variety of projects which will help boost Idaho's economy, improve safety for citizens, protect our water resources, and serve as a lead resource for Idaho geology.
- 5) **One-time** seed funding (\$60,000) for preliminary work for the following:
  - a. Oil and gas research in south-central Idaho along the Idaho and Nevada border.
  - b. Surface and groundwater studies in the Raft River Basin.
  - c. Mine mapping, mineral, and groundwater studies in relation to phosphate mining in southeast Idaho.
  - d. Oil and gas core and cuttings analysis in southeast Idaho, east of Bear Lake.

Proposed one-time funding would be used to visit research sites, conduct field sampling, develop and sustain partnerships with possible funding entities, and support seasonal field geologists. This funding would support new research and be utilized by six IGS personnel.
- 6) **One-time** capital outlay funding (\$15,000) for new software packages for current and future projects for hydrogeologic investigations, petroleum assessment, lidar processing, and digital mapping needs.



1. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
    - i. This request is not for new employees; it is for additional funding and FTE to support existing IGS positions. Resources necessary will be identical to resources currently being used to support these positions. By fulling funding for both positions, operations resources currently being used for salary and benefits will be shifted back to operations.
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.
    - i. No existing human resources will be redirected to this effort.
    - ii. Additional funding will help IGS maintain competitiveness in hiring and maintaining personnel.
      1. IGS has had difficulty “full staffing” levels due to lower salary funding.
  - c. List any additional operating funds and capital items needed.
    - i. Additional operations funding will assist IGS in maintain outreach and new research efforts.
    - ii. Onetime funding for “seed” allocation will allow IGS to target specific areas of possible research that could have impacts for economic growth, water resources and safety.
  - d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)
    - i. This request is being made so IGS can be more competitive with all peer institutions in the area, both public and private. In order to serve the needs of the state of Idaho, it is necessary for IGS to retain skilled personnel and their institutional knowledge within the agency.
    - ii. Since IGS is administered by UI, personnel costs were projected using existing UI classifications for duties, specialty and experience to set salary rates. Benefit rates were calculated using UI provided rates.
2. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

- a. The first portion of this request is for ongoing funding for existing personnel. The appropriation request will be used for salary and benefits only to keep pace with the employee compensation being set by the UI and other institutions in the area and to increase employee retention at IGS.
  - b. Additional operating funds are to assist in ongoing operations, statewide travel and site visits based on needs of the state and the general public.
  - c. Second portion of this request is for one-time seed funding for ground water hydrogeology, petroleum, mapping and safety feasibility preliminary research efforts.
3. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?
- a. Beneficiaries of this request will be the general public, energy and minerals industries, engineering firms, the Idaho legislature, state and federal agencies, the Governor's office, and all other entities who request services from the IGS.
  - b. If these funding requests are not granted, the IGS will fall further behind existing staff salaries at UI and other neighboring institutions. As IGS falls further behind, key personnel are lost to other units and departments within UI and to Washington State University, Boise State University, the Meter Group, and Schweitzer Engineering among other employers. IGS is also having difficulty hiring qualified personnel at current salary rates. One such search lasted over 6 months, and several applicants who were offered the job did not accept due to the low salary. In another recently completed search, IGS had to reallocate from other positions and sacrifice staff increases in order to offer a competitive rate to fill the key Digital Mapping Lab Manager position, a position considered by most at IGS to be the most crucial for continued operations.

AGENCY: Special Programs  
 FUNCTION: Small Business Development Center  
 ACTIVITY:

Agency No.: 516  
 Function No.: 05  
 Activity No.:

FY 2021 Request  
 Page 1 of 9 Pages  
 Original Submission \_\_\_ or  
 Revision No.

A: Decision Unit No: <b>12.01</b>	Title <b>Business Development</b>			Priority Ranking of	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	3.95		7.25	.5	11.7*
PERSONNEL COSTS:					
<i><b>Request 1: Rural Impact</b></i> <i>(see below for detailed breakdown)</i>	\$167,700		\$160,000	\$8,800	\$336,500
<i><b>Request 2: PTAC Expansion</b></i> <i>(see below for detailed breakdown)</i>	\$175,300		\$278,700		\$454,000
<b>TOTAL PERSONNEL COSTS:</b>	<b>\$343,000</b>		<b>\$438,700</b>	<b>\$8,800</b>	<b>\$790,500</b>
OPERATING EXPENDITURES:					
<i><b>Request 1: Rural Impact</b></i> <i>(see below for detailed breakdown)</i>	\$9,000				\$9,000
<b>TOTAL OPERATING EXPENDITURES:</b>	<b>\$9,000</b>				<b>\$9,000</b>
CAPITAL OUTLAY by summary object:	\$0				
<b>TOTAL CAPITAL OUTLAY:</b>					
T/B PAYMENTS:	\$0				
LUMP SUM:					
<b>GRAND TOTAL</b>	<b>\$352,000</b>		<b>\$438,700</b>	<b>\$8,800</b>	<b>\$799,500</b>

\*11.7 FTP reflects the *total* of what is being requested (under General column) and the *existing* FTPs that serve the mission of this line item request that are funded through outside sources (under Federal and Other).

### Description:

The Idaho Small Business Development Center (SBDC) has been providing no-cost consulting and coaching to Idaho's small businesses and entrepreneurs since 1986 through a network of 6 offices hosted by Idaho's colleges and universities that service all 44 counties in the state. The Procurement Technical Assistance Center (PTAC) has also been providing assistance to businesses on government procurement since 1986. In 2015, the PTAC transitioned from the Idaho Department of Commerce to the Idaho SBDC to complement the services being provided to small businesses.

### Request 1: Rural Impact

On average over the past six years, 22% of Idaho SBDC clients have been located in rural areas. The average time spent with these rural clients has been 19% of total

consulting. The time spent with these clients has resulted in rural Idaho accounting for; 21% of all new business starts, 26% of all capital raised, 27% of all jobs created, and 27% of all sales in the past six years (from SBDC clients).

#### Historical Data for SBDC Rural Client Impact:

	2013	2014	2015	2016	2017	2018	2019 (YTD)
<i>% of Rural Clients</i>	23.12%	19.32%	21.65%	23.52%	22.66%	21.80%	22.18%
<b>% of Total Rural Impact from all SBDC Clients</b>							
<i>Business Starts</i>	33.82%	13.54%	24.10%	13.10%	16.50%	25.00%	21.21%
<i>Capital Raised</i>	12.90%	20.00%	13.55%	25.65%	30.67%	53.90%	24.69%
<i>Jobs Created</i>	27.30%	16.25%	19.95%	26.00%	45.80%	25.90%	26.60%
<i>Sales Growth</i>	17.93%	22.66%	32.82%	40.79%	25.75%	24.75%	18.62%

While these statistics are encouraging, there is need and opportunity for improvement. Even with its strong track record of performance, under the current resources, the Idaho SBDC has not been able to significantly increase these measures. The Idaho SBDC conducted a rural awareness study in 2018 that found 47% of the businesses in the study were aware of the SBDC, but only 27% specifically knew about, and utilized its services. To effectively reach rural business owners with one-on-one consulting and high quality trainings, the SBDC needs to expand its presence and awareness in rural Idaho.

The request focuses on two major areas: 1. Increasing “on-the-ground” rural development support with remotely located consultants servicing rural communities in selected parts of Idaho. 2. Increasing awareness and usage of SBDC program in rural parts of Idaho through trainings, targeted messaging, and referrals. Based on the awareness study, the target for rural clients that are aware of, and utilize SBDC programs should be 40%-50%, which will have a positive effect on the impact our consultants will have on rural Idaho job creation and retention, revenue increases, capital infusion, and new businesses started.

The Idaho SBDC has a proven track record of utilizing state and federal funds to deliver solid results for Idaho’s economy. (see table below) We have currently optimized our regional offices across the state, and have the opportunity to focus on the rural need and opportunity, which needs additional resources to effectively reach Idaho’s rural areas. The initial targeted areas will be Sandpoint, Driggs/Victor, and Lewiston.

<b>Idaho SBDC Impact Data</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
Jobs Created	998	1,373	677
Clients Served	1,661	1,677	1,562
Businesses Started	100	103	84
Sales Growth	\$67M	\$53M	\$42M
Capital Raised	\$50M	\$42M	\$36M
Training Events	265	263	261
Consulting Hours	19,368	20,284	19,320
Current Percent of Rural Clients Served	24%	28%	31%

**Questions:****1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

Two SBDC regional offices have tested a distributed staffing model, whereby business consultants are remotely located in rural areas. This approach has allowed the SBDC consultants to be more responsive to needs of local companies, has built stronger community relationships, and delivered quality consulting. The Idaho SBDC is seeking to expand this approach in additional rural parts of Idaho.

\$176,680 is being requested to add 2.1 FTPs to the SBDC network as well as support activities to raise awareness of SBDC and PTAC services in rural areas of Idaho to support and grow job creation and retention across the state. \$167,680 is for salary and fringe for new positions located in Sandpoint, Lewiston/Moscow, and Victor/Driggs, and increased hours for positions in Coeur d'Alene and Twin Falls, and the State Office. \$9,000 is for travel activities. The SBDC office in Couer d'Alene will supervise the Sandpoint position, the SBDC office in Lewiston will supervise the Lewiston/Moscow position, and the SBDC office in Idaho Falls will supervise the Victor/Driggs position.

The request is for ongoing funding that would be added to the base.

**2. What resources are necessary to implement this request?**

Three offices will receive funding for one new part-time remote rural consultant positions two offices will receive funding to increase hours of existing positions. The State Office will receive funding to increase hours of personnel focused on increasing rural awareness.

- Personnel: Three new remotely located part-time positions

- Region I: Rural SBDC Consultant for north Idaho (Sandpoint)
- Region II: Rural SBDC Consultant for north central Idaho (Lewiston/Moscow)
- Region VI: Rural SBDC Consultant for eastern Idaho (Victor/Driggs)
- Personnel: Increased hours for existing positions
  - Region I
  - Region IV
  - State Office
- Operating: Travel and awareness support
  - \$1,000 - \$3,000 travel per position
  - Increased awareness to rural areas via workshops, events, targeted marketing campaigns, and collateral

<b>Location</b>	<i>Sandpoint</i>	<i>Lewiston/ Moscow</i>	<i>Twin Falls</i>	<i>Pocatello</i>	<i>Victor/Driggs</i>	<i>Boise</i>
<b>FTP</b>	<i>.5 FTP</i>	<i>.5 FTP</i>	<i>.15 FTP</i>	<i>.15 FTP</i>	<i>.5 FTP</i>	<i>.3 FTP</i>
<b>Title</b>	<i>Rural Service Consultant</i>	<i>Rural Service Consultant</i>	<i>Rural Service Consultant</i>	<i>Rural Service Consultant</i>	<i>Rural Service Consultant</i>	<i>Rural Awareness Marketing Manager</i>
<b>Role Description</b>	<i>New position dedicated to a rural location</i>	<i>Additional funding for servicing rural parts of the region</i>	<i>Additional funding for servicing rural parts of the region</i>	<i>Additional funding for servicing rural parts of the region</i>	<i>New position dedicated to a rural location</i>	<i>Additional funding for building SBDC awareness in rural parts of the state</i>
<b>Personnel</b>	\$31,200.00	\$31,200.00	\$5,000.00	\$5,000.00	\$31,200.00	\$20,000.00
<b>Fringe</b>	\$9,360.00	\$9,360.00	\$2,000.00	\$2,000.00	\$9,360.00	\$12,000.00
<b>Travel</b>	\$1,000.00	\$2,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$3,000.00
<b>Total</b>	\$41,560.00	\$42,560.00	\$8,000.00	\$8,000.00	\$41,560.00	\$35,000.00

**3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

Ongoing funding is requested for three new part-time positions, increased hours for three existing positions and travel to best serve rural areas.

Rural outreach is not something that needs one-time or short-term funding. Our staff need to have a sustained footprint within the rural parts of each region to host trainings, build relationships, increase our awareness and be available for one-on-one consulting in order to most effectively provide the Idaho SBDC services needed to assist rural businesses succeed.

**4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

The request is designed to primarily serve businesses located in Rural parts of Idaho, which accounts for roughly 22% of the total clients served by the Idaho SBDC. Last year the SBDC helped create 963 jobs in the state of Idaho. Of those jobs created, 259 were located in rural parts of Idaho. The SBDC also helped rural businesses retain and additional 91 jobs. Those rural businesses accessed \$27 million in capital and had sales growth of over \$16.5 million. There is opportunity and need to increase assistance and there economic impact to rural Idaho.

With a proven track record of deploying funds to create economic impact, the return on this investment will be favorable. The Idaho SBDC forecasts the following annual results by 2025:

- 490 rural jobs created or retained
- 508 rural clients served
- \$23 million in sales growth
- 35 business starts

Please see the below table as a reference to Rural clients currently served, and Rural clients we propose to serve with this allocation:

**SBDC Current Rural Clients Served (2018):**

Center	Clients	Consulting Hours	Business Started	Jobs Created	Jobs Retained	Capital Formation	Sales Growth
30 Lewiston	111	725.03	4	20	32	\$1,183,850	\$828,534
40 Boise	44	268.11	2	5	0	\$2,060,000	\$376,490
50 Twin Falls	72	752.37	6	42	46	\$6,734,013	\$1,390,776
60 Pocatello	35	382.93	6	104	6	\$13,090,793	\$7,269,646
70 Idaho Falls	57	591.25	5	63	7	\$3,253,900	\$2,525,000
80 Coeur d'Alene	44	529.1	2	25	0	\$888,900	\$4,235,246
Total	363	3248.79	25	259	91	\$27,211,456	\$16,625,692

### **SBDC Proposed Rural Clients Served (2025):**

Center	Clients	Consulting Hours	Business Started	Jobs Created	Jobs Retained	Capital Formation	Sales Growth
30 Lewiston	155	1015	6	28	45	\$1,657,390	\$1,159,948
40 Boise	62	375	3	7	0	\$2,884,000	\$527,086
50 Twin Falls	101	1053	8	59	64	\$9,427,618	\$1,947,086
60 Pocatello	49	536	8	146	8	\$18,327,110	\$10,177,504
70 Idaho Falls	80	828	7	88	10	\$4,555,460	\$3,535,000
80 Coeur d'Alene	62	741	3	35	0	\$1,244,460	\$5,929,344
Total	508	4548	35	363	127	\$38,096,038	\$23,275,969

Data shows that with all the work SBDCs do nationally, we are still only touching about 5% of small businesses. If this request is not funded, the Idaho SBDC will continue serving businesses in the more rural parts of the state in a limited capacity. However, without additional funding, we expect to deliver only a fraction of the impact to small businesses we believe possible in the rural communities; thus not realizing the potential for increased growth of Idaho's businesses.

Request	2:	PTAC	Expansion
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This request enhances the Idaho SBDC's resources to help small businesses gain access to federal, state and local government contracts through the Idaho Procurement Technical Assistance Centers (PTAC) program. State funding will support further expansion of the PTAC program across Idaho and allow the SBDC to maintain the viability of the program with increased scrutiny from its main funding source, the Federal Defense Logistics Agency (DLA). This request will follow a 2018 increase to partially fund two positions. After two failed searches, it is clear that the positions need to be full-time to attract quality candidates. As such, this request would add to those funds to support two full-time PTAC counselors located in Northern and Eastern Idaho. The PTAC program expansion started in 2017 has been largely successful in terms of working with more clients around the state, and increasing the number of government contracts awarded to Idaho companies. There is an opportunity to increase the effectiveness of this expansion and optimize its economic impact.

### Questions:

- 1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?**

The Idaho SBDC was able to successfully expand the PTAC program in 2018, increasing the number of Idaho businesses that receive assistance to secure government contracts. In 2018, the PTAC program, under the supervision of the Idaho SBDC, helped Idaho



companies secure \$132 million in government contracts. While this is a step in the right direction, there is a significant opportunity to increase the PTACs reach, offerings, expertise, and impact. Additionally, the federal grant funding entity, The Defense Logistics Agency, has put tighter constraints on how the program funds are matched. These constraints make it impossible to continue the PTAC program at its current level and put its continued administration by the Idaho SBDC at risk.

## PTAC Impact

	FY 19 (YTD)	FY 18	FY 17
<b>Clients Served</b>	472	362	625
<b>Government Contracts Awarded</b>	\$123M	\$132M	\$173M
<b>Counseling Hours</b>	621	502	510

The Idaho SBDC is requesting \$175,265.63 of increased personnel cost funding for the PTAC program to match federal funding from DLA for 1.85 FTP. The federal contribution to Idaho PTAC supports three full-time personnel as well as all the operational costs for this program. The funds requested here from the State of Idaho will be used to convert the two previously funded part-time PTAC counselors to full-time and will fund the administrative support necessary to maintain the PTAC program as part of the SBDC.

## 2. What resources are necessary to implement this request?

- Convert part-time funding to full-time funding for positions located in Northern Idaho (Coeur d'Alene), and Eastern Idaho (Idaho Falls)
- Match support for the SBDC personnel needed to provide support and oversight to the PTAC program
- One new office space provided by North Idaho College (provided at no cost by North Idaho College)
- Supervisory/leadership for the one new position located in North Idaho College provided by incumbent regional director (Provided at no additional cost by SBDC)
- See a detailed breakdown below of the positions we are asking to fund and the role they will play in the success of the Idaho PTAC program.

Position	Location	Role	Salary	Fringe	Total	Time spent on PTAC	Requested FTP
<b>PTAC Business Counselor</b>	Idaho Falls	<i>Counsel and train businesses on government contracting</i>	\$32,131.00	\$14,214.75	\$46,345.75	100%	.5
<b>SBDC Region</b>	Idaho	<i>Integrate and oversee the</i>	\$7,325.00	\$2,783.50	\$10,108.50	10%	0.1

<b>VI Director</b>	Falls	<i>regional PTAC counselor</i>					
<b>PTAC Business Counselor</b>	Coeur d'Alene	<i>Counsel and train businesses on government contracting</i>	\$31,444.00	\$14,039.75	\$45,483.75	100%	.5
<b>SBDC Region I Director</b>	Coeur d'Alene	<i>Integrate and oversee the regional PTAC counselor</i>	\$7,266.10	\$1,961.85	\$9,227.95	10%	0.1
<b>SBDC State Director</b>	Boise	<i>Host and supervise the PTAC Program and its Director</i>	\$11,125.40	\$3,494.49	\$14,619.89	10%	0.1
<b>SBDC Associate Director of Finance</b>	Boise	<i>Provide financial oversight and assistance to the PTAC Program</i>	\$10,832.85	\$4,015.74	\$14,848.59	15%	0.15
<b>SBDC Associate Director of Operations</b>	Boise	<i>Provide strategic planning and leadership assistance to the PTAC Program</i>	\$10,832.85	\$4,015.74	\$14,848.59	15%	0.15
<b>SBDC Marketing Manager</b>	Boise	<i>Increase PTAC awareness statewide</i>	\$4,680.00	\$2,726.10	\$7,406.10	15%	0.15
<b>SBDC Region III Director</b>	Nampa	<i>Integrate and oversee the regional PTAC counselor</i>	\$9,270.10	\$3,106.41	\$12,376.51	10%	0.1

**3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.**

The Idaho SBDC envisions a long-term partnership with PTAC, hosting and supporting their work. Ongoing funding is required to provide sustained services statewide directly supporting businesses as they navigate government procurement. Ongoing funding is required to provide sustained services statewide directly supporting businesses as they navigate government procurement.

The request is for ongoing funding that would be added to the base.

**4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?**

This request both protects the viability of the statewide PTAC program under the SBDC as well as builds on the success of 2018, in which the program added a full-time counselor to Eastern Idaho. With an additional full-time counselor in Northern Idaho this request will increase support the Businesses in the North and North Central regions covering 10

counties and businesses Businesses in those counties will have greater access to a local PTAC counselor who can assist them with state and federal contracting services at no cost to the business.

Currently there are 103 active clients in North and North Central Idaho and 83 in East and Southeast Idaho. In Eastern Idaho, where there been a successful hire and onboarding of a new PTAC Counselor, the area has already to date worked with 24% more companies, and increased time spent with those companies by 57% versus last year (with two more months before grant cycle ends). Government contracts awarded to Eastern Idaho are trending to exceed last year's \$49.8 million. We expect to similar results in North Central Idaho once a full-time PTAC Counselor is hired and onboarded. It will also decrease unproductive travel time for other PTAC Counselors in Boise allowing for increased services in Southwest, South Central, and Eastern Idaho areas.

If this request is not funded, there is risk that the PTAC program under the SBDC will have to scale back and there may be reduced reach and support for Idaho companies seeking government contracts. This is due to tighter grant matching regulations from the grant funder (DLA).

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2021 Request

FUNCTION: OSBE Administration

Function No.: 02

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ACTIVITY: Board approved category

Activity No.:

Original Submission X or

Revision No. \_\_\_\_

A: Decision Unit No: <b>12.01</b>		Title: <b>Outreach and Awareness</b>			Priority Ranking 1 of 3
<b>DESCRIPTION</b>	<b>General</b>	<b>Dedicated</b>	<b>Federal</b>	<b>Other</b>	<b>Total</b>
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Professional Services	200,000				200,000
TOTAL OPERATING EXPENDITURES:	200,000				200,000
CAPITAL OUTLAY by summary object:					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$200,000				\$200,000

**Description:**

Educational campaign with messaging around Go On, summer melt, scholarships, FAFSA, etc.

Currently outreach and awareness promotion of SBOE initiatives, campaigns and resources is done primarily through grassroots efforts by OSBE staff. This includes participation in conferences, workshops, campus and school visits, social media and the Next Steps newsletter. This request would expand and improve our effectiveness and create sustainable materials, strategies and collaborations targeted to advance SBOE objectives. Greater outreach results can be achieved through the creation of common messaging and strategies to be adopted and promoted by institutions and other stakeholders.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This request is for one-time general funds for professional services to provide the outreach and messaging along with coordination with the institutions and other stakeholders.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

None

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

No resources will be redirected.

- c. List any additional operating funds and capital items needed.

None

- d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)

Estimated cost of hiring a consultant to coordinate efforts among institutions, stakeholders, and OSBE staff to deliver targeted outcomes.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

\$200,000 (OE) one-time

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The State Board of Education, staff, agencies, institutions, schools, stakeholders and the public will be served directly and indirectly by this initiative.

If not funded, current levels of outreach and awareness of SBOE initiatives and campaigns will be limited and our ability to expand and improve the effectiveness and sustainability will be restricted.

AGENCY: Office of the State Board of Education

Agency No.: 501

FY 2021 Request

FUNCTION: OSBE Administration

Function No.: 02

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ACTIVITY: Board approved category

Activity No.:

Original Submission X or

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A: Decision Unit No: <b>12.03</b>		Title: <b>Administrative Assistant 2</b>			Priority Ranking 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.0
PERSONNEL COSTS:					
1. Salaries	\$34,500				\$34,500
2. Benefits	19,100				19,100
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	\$53,600				\$53,600
OPERATING EXPENDITURES by summary object:					
1.					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. PC and monitor	\$1,100				\$1,100
TOTAL CAPITAL OUTLAY:	\$1,100				\$1,100
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	\$54,700				\$54,700

**Description:**

*Administrative Assistant 2 position to support communications and research staff.*

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

*This position would provide administrative support to communications and research staff (a total of seven FTP). Currently these staff have no dedicated administrative support. One AA2 is supporting these staff plus four other staff (11 to one ratio). In addition, effective July 1, 2018 the current AA2 will support the three Career Information System staff transferred from Dept. of Labor. This 14 to one ratio for*

*administrative support is not sustainable, and creates chokepoints in the Office workflow.*

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

Administrative Assistant 2; pay grade I; full-time; benefit eligible; July 1, 2020 date of hire; classified

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

This new position will provide administrative support needed to meet increased operational demands, in part due to three new positions transferred to the Office in 2018.

- c. List any additional operating funds and capital items needed.

\$1,100 (one-time) for computer and monitor

- d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)

The hourly rate for the Administrative Assistant 2 is set within the range currently provided for the same position in the Office of the State Board of Education.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

\$53,600 (PC) ongoing

\$1,100 (CO) one-time

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The State Board of Education, staff, agencies, institutions, schools, stakeholders and the public will be served directly and indirectly by this position.

If not funded, performance of basic administrative functions will be delayed. Performance of time-sensitive administrative tasks will necessitate pulling professional staff away from their core responsibilities in order to complete the projects.

AGENCY: Idaho Public Television  
 FUNCTION: Idaho Public Television  
 ACTIVITY: N/A

Agency No.: 520  
 Function No.: 01  
 Activity No.: N/A

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Personnel Sustainability – Engineering Positions					
A: Decision Unit No: <b>12.01</b>	Title:			Priority Ranking 1 of 3	
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	9.00				9.00
PERSONNEL COSTS:					
1. Salaries	56,701				56,701
2. Benefits	12,599				12,599
3. Group Positions					
TOTAL PERSONNEL COSTS:	69,300				69,300
OPERATING EXPENDITURES by summary object:					
1.					
TOTAL OPERATING EXPENDITURES:	0				0
CAPITAL OUTLAY by summary object:					
1. Computer Equipment (one-time)					
2. Vehicle					
TOTAL CAPITAL OUTLAY:	0				0
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	69,300				69,300

### Description:

With this Decision Unit, Idaho Public Television proposes increasing the salaries and benefits to 100% of policy for both new and current positions in our technical department. Idaho Public Television has been having an extraordinarily difficult time attracting and retaining our technical staff at the salaries we are able to provide. For nearly a full year, we have been recruiting for a new broadcast maintenance engineer. Each time we find a qualified candidate and they are interested in coming to work for us, we lose them to offers of higher pay either at their current position or to another employer. Since that time, we have also had retirements and have similar difficulty replacing those positions. In addition, we have had a number of people leave their positions for better paying offers outside our agency. This request will address this issue by both bringing salaries up to competitive rates and addressing both the recruiting and retention concerns.

### Questions:

- What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?  
 Idaho Public Television is requesting \$69,300 in General Funds to increase the salaries and benefits expenses for 9 technical positions to bring them up to 100% of policy. This will address both the less than competitive existing staff salaries and give us the resources to attract new staff for our vacant positions that desperately



need to be filled. All of these positions are currently paid with General Funds. Salaries and benefits for these 9 positions currently total \$694,457. If funded, total salaries and benefits for these 9 positions will be \$763,757. These are critical technical positions that repair and replace broadcasting and IT equipment throughout the state, often on remote mountaintop sites.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

Because we have been unable to attract qualified people to fill vacant positions at the salaries we are currently able to pay, critical maintenance of our technical infrastructure is being postponed. In addition, several current engineering employees are planning on retiring in the near future. Those retirements will add to this staffing shortage unless we have funding to attract qualified applicants at salaries that are competitive. Raising salaries for existing staff will also help with retention and serve to create equity among long-term employees with lots of expertise and experience and newer employees who have been hired at higher salaries.

- c. List any additional operating funds and capital items needed.  
None are being requested for this decision unit.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This request is all ongoing. All of these positions are covered by General Funds. No other source of funding for this is available. Engineer and technical costs to provide Idaho Public Television's services to Idahoans wherever they live in Idaho has been always covered with General Fund appropriation.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

The staff impacted by this request serve all the people of Idaho by operating and maintaining the technical infrastructure to make sure our programming and services are distributed to every corner of Idaho, including our five full-power transmitters, 47 repeaters (called translators), the network operations center, and facilities in Pocatello, Moscow and at the Capitol Mall. If the request is not funded, we expect to continue to struggle hiring technical staff. Being understaffed will impact our ability to keep the equipment operating. It will also take longer to address service outages and/or disruptions.

AGENCY: Idaho Public Television

Agency No.: 520

FY 2021 Request

FUNCTION: Idaho Public Television

Function No.: 01

Page 1 of 3

ACTIVITY: N/A

Activity No.: N/A

Original Submission: X  
Revision No. \_\_\_\_\_

A: Decision Unit No: <b>12.02</b>		Title: <b>Educational Outreach</b>			Priority Ranking 2 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	50,600				50,600
2. Benefits	22,900				22,900
3. Group Positions					
TOTAL PERSONNEL COSTS:	73,500				73,500
OPERATING EXPENDITURES by summary object:					
1. Other Services	2,000				2,000
TOTAL OPERATING EXPENDITURES:	2,000				2,000
CAPITAL OUTLAY by summary object:					
1. Computer Equipment (one-time)	3,000				3,000
2. Vehicle	35,000				35,000
TOTAL CAPITAL OUTLAY:	38,000				38,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	113,500				113,500

**Description:**

Idaho Public Television proposes enhancing our educational outreach efforts with the addition of one new position and related expenses to supplement the one current position devoted to these activities, plus the two PBS grant-funded educational specialist positions. This new position will better allow Idaho Public Television to support Governor Little's literacy initiative. By making presentations to teachers, parents and caregivers about how best to utilize the more than 100,000 educational resources available from Idaho Public Television free to Idahoans, we hope to increase the use of these resources and the effectiveness of the learning process, thus improving standardized test scores in literacy and STEM subjects. Many educators and parents are not aware of these resources or how best to employ them for maximum effectiveness. This new position will coordinate efforts to travel the state informing the community about these resources and demonstrating best practices for their utilization both at home and in the classroom. This additional position will allow us to increase our effectiveness in northern and eastern Idaho where the current costs to serve these communities from Boise is prohibitive. While we provide high quality educational material for all ages, we plan to concentrate most of our efforts with preschool and elementary grades where the demonstrated impact is greatest. This position will also develop educational material to accompany Idaho Public Television's productions to make them more valuable to classroom teachers and students.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

One additional full-time education position is being requested to provide support for IdahoPTV and PBS educational tools such as Learning Media and other online resources to schools, libraries, families, daycares, after school networks and other educational institutions. The Project Coordinator position would serve as supervisor and coordinate the activities of both our existing Education Specialist and the two PBS grant-funded Education Specialist positions. This position would be able to produce educational components for local programs as well as bring educational offerings from CPB and PBS to Idaho communities. These offerings could include educational video segments, lesson plans based on state standards, teacher guides and websites and other digital learning materials. The educational positions would work closely with the Idaho State Department of Education, Office of the State Board of Education, Idaho Commission for Libraries, the STEM Action Committee, and other local educational organizations. The position would help augment the classroom curriculum by providing quality material to educators and learners.

The specialists would travel around the state to schools, libraries, and other educational sites to demonstrate Learning Media, Literacy in a Trunk, STEM in a Trunk and a whole host of educational components produced by PBS and CPB, the most trusted educational brands in America.

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

In addition to existing Education Specialists, this line item would also receive limited support from existing communication, promotion and production positions. Design and printing of brochures and pamphlets, web and digital assets, as well as short video segments might be occasionally needed.

- c. List any additional operating funds and capital items needed.

Operational funding includes costs of printing of materials, postage and shipping, and travel to schools, libraries, child care facilities, and others sites to make presentations at locations statewide. We anticipate acquiring two \$5,000 grants from private sources (dedicated funds) to supplement operational costs.

Capital items include a portable computer and large, external monitor that will be used both in office and on location for demonstrations of online resources available to students, educators, and other community participants. Due to the extensive in-state travel anticipated for this position capital items also include a vehicle.

- d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)

A full-time position is requested to fulfill the goals as described in question 1. Anything less won't adequately provide for these needs, anything more would be great, but would require additional funding. Minimal operating expenses are

included only for some limited travel costs and a work computer. An RFI was not done.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Besides the ongoing funding for the new position, this request contains ongoing operational expenses for employee travel in each region of the state as well as educational meetings and conferences held by PBS and CPB. IdahoPTV has office space in Moscow and Pocatello to accommodate personnel. One-time costs include the capital items described in 2(c) above.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Educators, students, librarians and patrons from around the state will be served by these educational positions. PBS and CPB extend grants on a semi-regular basis that go along with the educational opportunities that exist with many programs produced for air and online. Educational outreach grants for history and science-based programming have been made available. More educational opportunities will be available in years to come. Currently, we are not able to take advantage of many of these grants because we do not have the personnel to accomplish the tasks. If not funded, we would not be able to enhance education as described herein.

**AGENCY:** Idaho Public Television  
**FUNCTION:** Idaho Public Television  
**ACTIVITY:** N/A

Agency No.: 520  
 Function No.: 01  
 Activity No.: N/A

FY 2021 Request  
 Page 1 of 3  
 Original Submission: X  
 Revision No. \_\_\_\_\_

A: Decision Unit No: <b>12.03</b>		Title: <b>Digital Media Technician</b>			Priority Ranking 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	1.00				1.00
PERSONNEL COSTS:					
1. Salaries	44,800				44,800
2. Benefits	21,600				21,600
3. Group Positions					
TOTAL PERSONNEL COSTS:	66,400				66,400
OPERATING EXPENDITURES by summary object:					
1. Other Services	2,000				2,000
TOTAL OPERATING EXPENDITURES:	2,000				2,000
CAPITAL OUTLAY by summary object:					
1. Computer Equipment (One-Time)	5,000				5,000
TOTAL CAPITAL OUTLAY:	5,000				5,000
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	73,400				73,400

### Description:

Idaho Public Television seeks a new technical position (pay grade K) to assist with the growing demand of Idahoans to view our programming on-line via a plethora of new devices and technologies.

For more than 50 years, Idaho Public Television's primary means of distributing its educational content has been via broadcast television. While that continues to be the dominant means of viewing, increasingly Idahoans also want us to make our programming available to them on all the new IP-based streaming platforms – be it live streams of our broadcast channels or video on demand. The number of new platforms and services is growing rapidly and each requires its own set of technical demands and metadata requirements.

The workload demands and specific technical skills and expertise needed has grown beyond what can be met by our existing staff. We see this area as only continuing to grow in the coming years.

This is especially important in order for us to continue to provide our award-winning educational content and services to Idahoan families with young children – who increasingly use our content on-line, via mobile devices and OTT (streaming services onto TV sets.)

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

This activity has grown to the point that existing staff can no longer meet demand from our viewers to have all our content delivered on all the new streaming platforms. Here to date, this work has been done by a combination of staff from IT, Engineering, Operations, the Director of Content Services, and the General Manager himself. We need one person who has both the technical skills and strategic knowledge of the “new media” environment to manage this activity.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.
- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

While the existing staff will continue to be involved in this activity, by hiring a new staff position with the specific skills necessary to manage this activity, the agency will be able to meet increased need, operate more efficiently, and be more successful in this endeavor.

- c. List any additional operating funds and capital items needed.

Additional operating expenditures for travel and expenses of \$2,000. High-end computer and peripheral equipment for new employee of \$5,000.

- d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)

A full-time position is requested to fulfill the goals as described in question 1 and thus alleviate workloads on other employees; enabling them to fulfill assigned duties. Minimal operating expenses are included only for some limited travel costs and a work computer (per part 2.c.). An RFI was not done.

3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

This is a new ongoing request from the General Fund. We do not anticipate any other funding source to meet this need.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This funding will allow us to reach Idahoans who increasingly consume our educational content (both locally produced and nationally acquired) on the myriad of digital streaming platforms, such as Apple TV, Roku, Smart TVs, Amazon, IdahoPTV On-Demand, IdahoPTV/PBS Kids Channel Live Stream, mobile apps, and live streaming of our broadcast channels via such services as YouTube TV, DirecTV GO and other emerging technologies. These viewers want to view our content, when and where they want. They tend to be younger and often have young children that Idaho Public Television is uniquely able to serve with high quality programming and on-line educational games that have a proven track record of improving educational outcomes. This is a growing area of our work that is critical to our continued success!

**AGENCY:** Division of Vocational Rehabilitation  
**FUNCTION:** Council for the Deaf and  
 Hard of Hearing

Agency No.: 523

FY 2021 Request

Function No.: 06

Page \_\_\_\_ of \_\_\_\_ Pages  
 Original Submission X or  
 Revision No. \_\_\_\_

**ACTIVITY:** Board approved category

Activity No.:

A: Decision Unit No: <b>12.01</b>		Title: <b>CDHH .25 FTE Request</b>			Priority Ranking 1 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)	.25				.25
PERSONNEL COSTS:					
1. Salaries	10,700				10,700
2. Benefits	5,300				5,300
3. Group Position Funding					
TOTAL PERSONNEL COSTS:	16,000				16,000
OPERATING EXPENDITURES by summary object:					
1. 5351 Travel	1,200				1,200
TOTAL OPERATING EXPENDITURES:	1,200				1,200
CAPITAL OUTLAY by summary object:					
1. PC and workstation					
TOTAL CAPITAL OUTLAY:					
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	17,200				17,200

### Description:

The Council for the Deaf and Hard of Hearing is requesting .25 FTE, an increase of 10 additional hours for the Communication and Outreach Coordinator.

### Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The role of the Communication and Outreach Coordinator is to increase awareness of the Council's role, services and programs throughout the state of Idaho. Strategies include developing collaborations with community organizations, staffing exhibit tables at expos, providing training sessions, developing and disseminating information and resources, and

managing external and internal communications. The position requires frequent travel. The new staff hired for this position was asked to document and keep track of hours worked since the hire date of August 13, 2018. Here is the data:

Date data collected: March 29, 2019  
 Hire Date: Aug 13, 2018  
 Weeks worked to date: 35 weeks  
 Number of weeks exceed 20 hours: 14 weeks  
 Since the hire date, the staff hours ran over **42%** of the time

Due to the nature of the job, it is very difficult to maintain 20 hours maximum weekly. The .25 increase would allow the staff to best manage the work load and duties more efficiently and stabilize work schedule.

2. What resources are necessary to implement this request?

- a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service.

The title of this position is: Communications and Outreach Coordinator  
 Pay Grade: K  
 Part-Time Status with benefits  
 Date of Hire: August 13, 2018  
 Terms of Service: NA

- b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted.

This effort doesn't require any direction from HR.

This position would relieve the burdens of the current staff in this position to provide the necessary services dictated by Idaho Code Chapter 13, Title 33

- c. List any additional operating funds and capital items needed.

Additional operating funds:

Overnight travel ~ 5 x ~ 80	\$ 400.00 annually
Per Diem ~ 10 x 40.00	\$ 400.00 annually
Flights ~ 1 @ \$400	\$ 400.00 annually

TOTAL Additional Operating Funds \$1,200.00



- d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

Total ongoing request	\$17,200
Breakout of ongoing request	
Personnel	\$16,000
Operating	\$1,200

One Time request	None
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All funds will be from General Funds. There are no expectations of additional grant monies or federal monies. There is no external funding available that is in line with the objectives, mission and responsibilities/duties of the Council.

If the request is not funded, CDHH will be unable to fully utilize the collaborative relationship with community organizations, local and state governmental entities, and proactively develop a presence for our Council and the programs and services provided without putting hardship on the staff in this position.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Idaho policymakers, the legislators, local, state agencies, businesses, and the 200,000+ deaf and hard of hearing citizens will be served by this request. We anticipate the population to grow. This request allows for areas that are not currently served by the limited staff of CDHH to be included in the mission of the Council.

If this request is not funded, Idaho's deaf and hard of hearing population will continue to be underserved.

**AGENCY:** Division of Vocational Rehabilitation  
**FUNCTION:** Council for the Deaf and  
 Hard of Hearing

Agency No.: 523

FY 2021 Request

Function No.: 06

Page \_\_\_\_ of \_\_\_\_ Pages  
 Original Submission X or  
 Revision No. \_\_\_\_

**ACTIVITY:** Board approved category

Activity No.:

A: Decision Unit No: <b>12.02</b>		Title: <b>CDHH Additional Office Space</b>			Priority Ranking 2 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. 5901 Rent	6,000				6,000
TOTAL OPERATING EXPENDITURES:	6,000				6,000
CAPITAL OUTLAY by summary object:					
1. 6401 Video Conferencing Equipment	2,500				2,500
TOTAL CAPITAL OUTLAY:	2,500				2,500
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	8,500				8,500

### Description:

Additional office space is needed for the increased FTE at CDHH. Approximate cost will be \$6,000 annually on-going. \$2,500 is being requested for video teleconferencing equipment for a small conference room.

### Questions:

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

The Idaho Council for the Deaf and Hard of Hearing is currently housed at the Health and Welfare Westgate complex. Currently the Council operates from office space that is approximately 300 square feet. With the addition of 2 new employees in the last

two years, the space is insufficient. With the renovation of the Westgate complex, the Council has the opportunity and has been offered additional space. The renovation would consist of removing walls and other tenant improvements to best accommodate and house the additional employees. The renovation will also include a much need conference room where meetings and governmental business can be conducted. The renovation will increase productivity and efficiency of the agency. DH&W has agreed to include the cost of the renovation in the rent charge.

The Video Conferencing System will be utilized for meetings, tele-conferences and other communication as needed by the Council. Currently, the Council borrows or utilizes other businesses/agencies' system for this purpose.

A small conference room will be included in the renovation of the office space and would be appropriate to include the technology in the room to increase productivity and accessibility of the Council.

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. None
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. None
  - c. List any additional operating funds and capital items needed.

\$6,000 of operating funds for increased office space. \$2,500 of capital outlay for videoconferencing equipment.

- d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

\$6,000 on-going annually from General Funds. \$2,500 one-time capital outlay from General Funds.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Idaho policymakers, the legislators, local, state agencies, businesses, and the 200,000+ deaf and hard of hearing citizens will be served by this request. We

anticipate the population to grow. This request allows for areas that are not currently served by the limited staff of CDHH to be included in the mission of the Council.

If this request is not funded, Idaho's deaf and hard of hearing population will continue to be underserved.

**AGENCY: Division of Vocational Rehabilitation**

Agency No.: 523

FY 2021 Request

FUNCTION: Council for the Deaf and  
Hard of Hearing

Function No.: 06

Page \_\_\_\_ of \_\_\_\_ Pages  
Original Submission X or  
Revision No. \_\_\_\_

ACTIVITY: Board approved category

Activity No.:

A: Decision Unit No: <b>12.03</b>		Title: <b>CDHH Vehicle Request</b>			Priority Ranking 3 of 3
DESCRIPTION	General	Dedicated	Federal	Other	Total
FULL TIME POSITIONS (FTP)					
PERSONNEL COSTS:					
1. Salaries					
2. Benefits					
3. Group Position Funding					
TOTAL PERSONNEL COSTS:					
OPERATING EXPENDITURES by summary object:					
1. Travel					
TOTAL OPERATING EXPENDITURES:					
CAPITAL OUTLAY by summary object:					
1. 6601 Vehicle	23,800				23,800
TOTAL CAPITAL OUTLAY:	23,800				23,800
T/B PAYMENTS:					
LUMP SUM:					
GRAND TOTAL	23,800				23,800

**Description:**

New Vehicle (Light SUV) \$23,800

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

Currently, CDHH only has one state vehicle.

The new vehicle is needed as the Council has hired 2 addition FTE the past two years and the communications and outreach coordinator has been traveling frequently which leaves no car available for the executive director to use to conduct business. With the

hiring of the new sign language interpreter, the executive director's travel throughout the state will increase significantly. An additional vehicle will be required to perform the Council's statutorily duties and responsibilities

2. What resources are necessary to implement this request?
  - a. List by position: position titles, pay grades, full or part-time status, benefit eligibility, anticipated dates of hire, and terms of service. None
  - b. Note any existing human resources that will be redirected to this new effort and how existing operations will be impacted. None
  - c. List any additional operating funds and capital items needed.

\$23,800 of one-time funding from General Funds appropriated by the Legislature.

- d. What is the basis for the requested resources? (How were personnel and operating needs projected? Was an RFI done to project costs?)
3. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

\$23,800 of one-time funding from General Funds appropriated by the Legislature.

4. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

Idaho policymakers, the legislators, local, state agencies, businesses, and the 200,000+ deaf and hard of hearing citizens will be served by this request. We anticipate the population to grow. This request allows for areas that are not currently served by the limited staff of CDHH to be included in the mission of the Council.

If this request is not funded, Idaho's deaf and hard of hearing population will continue to be underserved.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 20, 2019**

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**SUBJECT**

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

**REFERENCE**

February 2006	Idaho State Board of Education (Board) approved the second reading of amendments to Board policy V.E.
December 2017	Board approved the first reading of amendments to Board policy V.E., requiring Board approval of affiliated foundation operating agreements
February 2018	Board approved the second reading of amendments to Board policy V.E.
April 2019	Board approved the first reading of amendments to Board policy V.E.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.E.

**ALIGNMENT WITH STRATEGIC PLAN**

This is a non-strategic Board governance item.

**BACKGROUND/DISCUSSION**

Board Policy V.E. sets out the requirements for foundations to be affiliated foundations and an institution's relationship with their affiliated foundations and the Board's role in approving institution-foundation operating agreements. Affiliated foundations operate as Idaho nonprofit organizations that are legally separate from the institutions and are recognized as 501(c)(3) public charities by the Internal Revenue Service. The institution is required to enter into a written operating agreement with each of its affiliated foundations that ensures compliance with Board Policy V.E.

At its November 2018 meeting, the Audit Committee recommended several changes to Board Policy V.E. and the foundation operating agreement template. The Board's deputy attorney general worked with general counsel from the four 4-year institutions to address the Committee's concerns and recommendations.

**IMPACT**

Under the proposed amendment, Board Policy V.E. and the operating agreement template will include the following changes:

1. Board Policy V.E.:
  - a. Allow institutions to transfer scholarship funds raised by the institutions to foundations for investment and distribution.

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 20, 2019**

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- b. Provide that in the event of the dissolution of a foundation, its assets and records can be distributed to the Board or to the affiliated institution. Currently the policy allows distribution to the affiliated institution only. Language referencing qualified charitable organization status is also removed.
- c. Encourage foundations to be open to public inquiries pursuant to the Idaho Public Records Law while protecting personal and private information related to private individuals.
- 2. Board Foundation Operating Agreement Template changes:
  - a. Corresponding change regarding transfer of scholarship funds raised by the institution to the foundation.
  - b. Corresponding change to allow transfer of foundation assets to the Board if the foundation is dissolved.
  - c. Corresponding change to encourage the foundation to be open to public inquiries while protecting personal and private information related to private individuals.
  - d. Deleted reference to Risk Management providing foundations with liability coverage. Risk Management does not insure 501(c)(3) organizations.

**ATTACHMENTS**

Attachment 1: V.E. Gifts and Affiliated Foundations – Second Reading  
Attachment 2: Affiliated Foundation Agreement Template

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed amendment clarifies the intent of the Board with regards to the transferring of funds between institutions and affiliated foundations. The updated policy clarifies foundation assets may be distributed to either the Board or the affiliated institution.

There were concerns raised from the foundations regarding the language regarding the Idaho Public Records Law. It is the intent of this policy change to encourage the foundations to be open to public inquiries related to the revenue, expenditure policies, investment performance, and/or other information that would normally be subject to release under the Idaho Public Records Law. This is not intended to require the foundations to release confidential information. This language was included in the operating agreement template that was approved by the Board at the April 2019 meeting and was also included in the previous version of the operating agreement template. By including the language in Board Policy V.E., the operating agreement template and the Board policy are in alignment.

New language is added in Board Policy V.E.2.x. that clarifies that the foundations are not subject to the Public Records Law, but are encouraged to be open and transparent with non-personal and non-private information. A new version of the template which includes the new language in Article V.2.c. is attached for Board approval. This language has been shared with and approved by the foundation executive directors unless we knew for sure their attorneys reviewed. In addition



**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 20, 2019**

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to the amendments regarding Foundation transparency, the language in section 4, related to the Idaho Public Television Foundation has been amended to reflect the consolidation of the original four foundations into a single foundation. Those changes were not reflected in the first reading, but have been included in the second reading.

Staff recommends approval.

**BOARD ACTION**

I move to approve the amendments to the affiliated foundation agreement template as presented in Attachment 2.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_ No \_\_\_\_

AND

I move to approve the second reading of the revisions to Board policy V.E. as presented in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_ No \_\_\_\_

**Idaho State Board of Education**  
**GOVERNING POLICIES AND PROCEDURES**  
**SECTION: V. FINANCIAL AFFAIRS**  
**SUBSECTION: E. Gifts and Affiliated Foundations**

~~February 2018~~ June 2019

1. Purpose of the Policy

- a. The Board recognizes the importance of voluntary private support and encourages grants and contributions for the benefit of the institutions and agencies under its governance. Private support for public education is an accepted and firmly established practice throughout the United States. Tax-exempt foundations are one means of providing this valuable support to help the institutions and agencies under the Board's governance raise money through private contributions. Foundations are separate, legal entities, tax-exempt under Section 501(c) of the United States Internal Revenue Code of 1986, as amended, associated with the institutions and agencies under the Board's governance. Foundations are established for the purpose of raising, receiving, holding, and/or using funds from the private sector for charitable, scientific, cultural, educational, athletic, or related endeavors that support, enrich, and improve the institutions or agencies. The Board wishes to encourage a broad base of support from many sources, particularly increased levels of voluntary support. To achieve this goal, the Board will cooperate in every way possible with the work and mission of recognized affiliated foundations
- b. The Board recognizes that foundations:
  - i. Provide an opportunity for private individuals and organizations to contribute to the institutions and agencies under the Board's governance with the assurance that the benefits of their gifts supplement, not supplant, state appropriations to the institutions and agencies;
  - ii. Provide assurance to donors that their contributions will be received, distributed, and utilized as requested for specified purposes, to the extent legally permissible, and that donor records will be kept confidential to the extent requested by the donor and as allowed by law;
  - iii. Provide an instrument through which alumni and community leaders can help strengthen the institutions and agencies through participation in the solicitation, management, and distribution of private gifts; and
  - iv. Aid and assist the Board in attaining its approved educational, research, public service, student loan and financial assistance, alumni relations, and financial development program objectives.
- c. The Board, aware of the value of tax-exempt foundations to the well being of the institutions and agencies under the Board's governance, adopts this policy with the following objectives:

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- i. To preserve and encourage the operation of recognized foundations associated with the institutions and agencies under the Board's governance; and
- ii. To ensure that the institutions and agencies under the Board's governance work with their respective affiliated foundations to make certain that business is conducted responsibly and according to applicable laws, rules, regulations, and policies, and that such foundations fulfill their obligations to contributors, to those who benefit from their programs, and to the general public.

**2. Institutional Foundations**

**a. General Provisions Applicable to all Affiliated Foundations**

- i. All private support of an institution not provided directly to such institution shall be through a Board approved affiliated foundation. While an institution may accept gifts made directly to the institution or directly to the Board, absent unique circumstances making a direct gift to the institution more appropriate, donors shall be requested to make gifts to the Board approved affiliated foundations.
- ii. Each affiliated foundation shall operate as an Idaho nonprofit corporation that is legally separate from the institution and is recognized as a 501(c)(3) public charity by the Internal Revenue Service. The management and control of a foundation shall rest with its governing board. All correspondence, solicitations, activities, and advertisements concerning a particular foundation shall be clearly discernible as from that foundation, and not the institution.
- iii. The institutions and foundations are independent entities and neither will 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 staff.
- iv. It is the responsibility of the foundation to support the institution at all times in a cooperative, ethical, and collaborative manner; to engage in activities in support of the institution; and, where appropriate, to assist in securing resources, to administer assets and property in accordance with donor intent, and to manage its assets and resources.
- v. Foundation funds shall be kept separate from institution funds. No institutional funds, assets, or liabilities may be transferred directly or indirectly to a foundation without the prior approval of the Board except as provided herein. Funds may be transferred from an institution to a foundation without prior Board approval when:

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- 1) A donor inadvertently directs a contribution to an institution that is intended for the foundation. If an affiliated foundation is the intended recipient of funds made payable to the Board or to an institution, then such funds may be deposited with or transferred to the affiliated foundation, provided that accompanying documents demonstrate that the foundation is the intended recipient. Otherwise, the funds shall be deposited in an institutional account, and Board approval will be required prior to transfer to an affiliated foundation; or
  - 2) The institution has gift funds that were transferred from and originated in an affiliated foundation, and the institution wishes to return a portion of funds to the foundation for reinvestment consistent with the original intent of the gift.
  - 3) The transfer is of a *de minimis* amount not to exceed \$10,000 from the Institution to the Foundation and the transferred funds are for investment by the Foundation for scholarship or other general Institution/Agency support purposes.
  - 3)4) The transfer is of funds raised by the institution for scholarship or program support and the funds are deposited with the affiliated foundation for investment and distribution in accordance with the purpose for which the funds were raised.
- vi. Transactions between an institution and an affiliated foundation shall meet the normal tests for ordinary business transactions, including proper documentation and approvals. Special attention shall be given to avoiding direct or indirect conflicts of interest between the institution and the affiliated foundation and those with whom the foundation does business. Under no circumstances shall an institution employee represent both the institution and foundation in any negotiation, sign for both the institution and foundation in a particular transaction, or direct any other institution employee under their immediate supervision to sign for the related party in a transaction between the institution and the foundation.
  - vii. Prior to the start of each fiscal year, an affiliated foundation must provide the institution chief executive officer with the foundation's proposed annual budget, as approved by the foundation's governing board.
  - viii. Each foundation shall conduct its fiscal operations to conform to the institution's fiscal year. Each foundation shall prepare its annual financial statements in accordance with Government Accounting Standards Board (GASB) or Financial Accounting Standards Board (FASB) principles, as appropriate.

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- ix. Institution chief executive officers shall be invited to attend all meetings of an affiliated foundation's governing board in an advisory role. On a case by case basis, other institution employees may also serve as advisors to an affiliated foundation's governing board, as described in the written foundation operating agreement approved by the Board.
- x. ~~The foundation, while protecting personal and private information related to private individuals, is encouraged, to the extent possible or reasonable, to be open to public inquiries related to revenue, expenditure policies, investment performance and/or other information that would normally be open in the conduct of institution affairs pursuant to the Idaho Public Records Law, as set forth in Idaho Code Title 74, Chapter 1. Although foundations are private entities and are not subject to the Idaho Public Records Law, foundations, while protecting personal and private information related to private individuals, are encouraged, to the extent reasonable, to be open to public inquiries related to revenue, expenditure policies, investment performance and/or similar non-personal and non-confidential financial or policy information.~~
- xi. A foundation's enabling documents (e.g., articles of incorporation and bylaws) and any amendments are to be provided to the institution. These documents must include a clause requiring that in the event of the dissolution of a foundation, its assets and records will be distributed to the Board or the its affiliated institution, ~~provided the affiliated institution is a qualified charitable organization under relevant state and federal income tax laws.~~ To the extent practicable, the foundation shall provide the institution with an advance copy of any proposed amendments, additions, or deletions to its articles of incorporation or bylaws. The institution shall be responsible for providing all of the foregoing documents to the Board.
- xii. Foundations may not engage in activities that conflict with federal or state laws, rules and regulations; or cause an institution to be in violation of Board policy~~the policies of the Board~~; or the role and mission of the institutions. Foundations shall comply with applicable Internal Revenue Code provisions and regulations and all other applicable policies and guidelines.
- xiii. Fund-raising campaigns and solicitations of major gifts for the benefit of an institution by its affiliated foundation shall be developed cooperatively between the institution and its affiliated foundation. Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by an institution, a foundation will obtain the prior approval of the institution chief executive officer or a designee.

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- xiv. Foundations shall obtain prior approval in writing from the institution chief executive officer or a designee if gifts, grants, or contracts include a financial or contractual obligation binding upon the institution.
- xv. Foundations shall make clear to prospective donors that:
  - 1) The foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the institution; and
  - 2) Responsibility for the governance of the foundation, including investment of gifts and endowments, resides in the foundation's governing board.
- xvi. Institutions shall ensure that foundation controlled resources are not used to acquire or develop real estate or to build facilities for the institution's use without prior Board approval. The institution shall notify the Board, at the earliest possible date, of any proposed purchase of real estate for such purposes, and in such event should ensure that the foundation coordinates its efforts with those of the institution. Such notification to the Board may be through the institution's chief executive officer in executive session pursuant to Idaho Code, Section 74-206(1)(c).

**b. Foundation Operating Agreements**

Each institution shall enter into a written operating agreement with each of its affiliated foundations that ensures compliance with this Policy.

Board approval of affiliated foundation operating agreements is required if an affiliated foundation will receive donations, membership dues, gifts or other funds (collectively "funds") and delivers those funds directly to the institution. If an affiliated foundation will not receive or maintain funds, or if it routes all funds received to the institution through another Board-approved affiliated foundation, Board approval of the operating agreement is not required. In such cases, the institution shall ensure that services provided by a Board approved affiliated foundation to another affiliated foundation are provided pursuant to a service agreement between the affiliated foundations which complies with Board policy, a copy of which is available to the institution and to the Board.

Operating agreements must be signed by the chairman or president of the foundation's governing board, and by the institution chief executive officer. Operating agreements requiring Board approval must be approved by the Board prior to execution and must be re-submitted to the Board for re-approval every three (3) years, or as otherwise requested by the Board. Operating agreements shall follow the operating agreement template approved by the Board and found

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at <http://boardofed.idaho.gov/>. When an operating agreement is presented to the Board for review, an institution must include a redline to the Board's operating agreement template, as well as a redline to the previously Board approved version of the operating agreement, if there is one.

Foundation operating agreements shall establish the operating relationship between the parties, and shall, at a minimum, address the following topics:

- i. Institution Resources and Services.
  - 1) Whether, and how, an institution intends to provide contract administrative and/or support staff services to an affiliated foundation. When it is determined that best practices call for an institution employee to serve in a capacity that serves both the institution and an affiliated foundation, then the operating agreement must clearly define the authority and responsibilities of this position within the foundation. Notwithstanding, no employee of an institution who functions in a key administrative or policy making capacity (including, but not limited to, any institution vice-president or equivalent position) shall be permitted to have responsibility or authority for foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of foundation employees. The responsibility of this position within the foundation that is performed by an institution employee in a key administrative or policy making capacity shall be limited to the coordination of institution and affiliated foundation fundraising efforts, and the provision of administrative support to foundation fundraising activities.
  - 2) Whether, and how, an institution intends to provide other resources and services to an affiliated foundation, which are permitted to include:
    - a) Access to the institution's financial systems to receive, disburse, and account for funds held (with respect to transactions processed through the institution's financial system, the foundation shall comply with the institution's financial and administrative policies and procedures manuals);
    - b) Accounting services, to include cash disbursements and receipts, accounts receivable and payable, bank reconciliation, reporting and analysis, auditing, payroll, and budgeting;
    - c) Investment, management, insurance, benefits administration, and similar services; and

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- d) Development services, encompassing research, information systems, donor records, communications, and special events.
  - 3) Whether the foundation will be permitted to use any of the institution's facilities and/or equipment, and if so, the details of such arrangements.
  - 4) Whether the institution intends to recover its costs incurred for personnel, use of facilities or equipment, or other services provided to the foundation. If so, then payments for such costs shall be made directly to the institution. No payments shall be made directly from a foundation to institution employees in connection with resources or services provided to a foundation pursuant to this policy.
- ii. Management and Operation of Foundations.
- 1) Guidelines for receiving, depositing, disbursing and accounting for all funds, assets, or liabilities of a foundation, including any disbursements/transfers of funds to an institution from an affiliated foundation. Institution officials into whose department or program foundation funds are transferred shall be informed by the foundation of the restrictions, if any, on such funds and shall be responsible both to account for them in accordance with institution policies and procedures, and to notify the foundation on a timely basis regarding the use of such funds.
  - 2) Procedures with respect to foundation expenditures and financial transactions, which must ensure that no person with signature authority shall be an institution employee in a key administrative or policy making capacity (including, but not limited to, an institution vice-president or equivalent position).
  - 3) The liability insurance coverage the foundation will have in effect to cover its operations and the activities of its directors, officers, and employees.
  - 4) Description of the investment policies to be utilized by the foundation, which shall be conducted in accordance with prudent, sound practice to ensure that gift assets are protected and enhanced, and that a reasonable return is achieved, with due regard for the fiduciary responsibilities of the foundation's governing board. Moreover, such investments must be consistent with the terms of the gift instrument.
  - 5) Procedures that will be utilized to ensure that institution and foundation funds are kept separate.



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- 6) Detailed description of the organization structure of the foundation, which addresses conflict of interest in management of funds and any foundation data.

iii. Foundation Relationships with the Institutions

- 1) The institution's ability to access foundation books and records.
- 2) The process by which the institution chief executive officer, or designee, shall interact with the foundation's board regarding the proposed annual operating budget and capital expenditure plan prior to approval by the foundation's governing board.
- 3) Whether, and how, supplemental compensation from the foundation may be made to institutional employees. Any such payments must have prior Board approval, and shall be paid by the foundations to the institutions, which in turn will make payments to the employee in accordance with normal practice. Employees shall not receive any payments or other benefits directly from the foundations.

iv. Audits and Reporting Requirements.

- 1) The procedure foundations will utilize for ensuring that regular audits are conducted and reported to the Board. Unless provided for otherwise in the written operating agreement, such audits must be conducted by an independent certified public accountant, who is not a director or officer of the foundation. The independent audit shall be a full scope audit, performed in accordance with generally accepted auditing standards.
- 2) The procedure foundations will use for reporting to the institution chief executive officer the following items:
  - a) Regular financial audit report;
  - b) Annual report of transfers made to the institution, summarized by department;
  - c) Annual report of unrestricted funds received, and of unrestricted funds available for use in that fiscal year;
  - d) A list of foundation officers, directors, and employees;
  - e) A list of institution employees for whom the foundation made payments to the institution for supplemental compensation or any other approved

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purpose during the fiscal year, and the amount and nature of that payment;

- f) A list of all state and federal contracts and grants managed by the foundation; and
- g) An annual report of the foundation's major activities;
- h) An annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding foundation fiscal year for the benefit of the institution; and
- i) An annual report of any actual litigation involving the foundation during its fiscal year, as well as legal counsel used by the foundation for any purpose during such year. This report should also discuss any potential or threatened litigation involving the foundation.

v. Conflict of Interest and Code of Ethics and Conduct.

A description of the foundation's conflict of interest policy approved by the foundation's governing board and applicable to all foundation directors, officers, and staff members, and which shall also include a code of ethics and conduct. Such policy must assure that transactions involving the foundation and the personal or business affairs of a trustee, director, officer, or staff member should be approved in advance by the foundation's governing board. In addition, such policy must provide that directors, officers, and staff members of a foundation disqualify themselves from making, participating, or influencing a decision in which they have or would have a financial interest. Finally, such policy must assure that no director, trustee, officer, or staff member of a foundation shall accept from any source any material gift or gratuity in excess of fifty dollars (\$50.00) that is offered, or reasonably appears to be offered, because of the position held with the foundation; nor should an offer of a prohibited gift or gratuity be extended by such an individual on a similar basis.

vi. Affiliated Research Foundations and Technology Transfer Organization for Institutions of Higher Education

The Board wishes to encourage research and technology transfer and the corresponding economic development potential for the state of Idaho. The Board acknowledges that independent, affiliated foundations operating to support an institution's research and technology transfer efforts can be useful tools to provide institutions with avenues for engagement with the private sector as well as with public and private entities interested in funding research, funding technology transfer and promoting spin-off enterprises arising from institutional

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intellectual property and technology. Such affiliated foundations should operate substantially within the framework for affiliated foundations set out in paragraph 1 and 2 of this policy, with such variances as are reasonable based on the nature of the anticipated function of the specific foundation.

- 1) The institutions under the Board's governance may affiliate with non-profit entities which generally meet the criteria set forth in paragraph 2.b. of this policy and which operate for the purpose of supporting the research and technology transfer efforts of one or more of the institutions.
- 2) Research and Technology Transfer Foundation Operating Agreements. The requirement of a foundation operating agreement under paragraph 2.c. of this policy shall also apply to foundations supporting research and technology transfer. Institutions proposing to affiliate with a particular foundation may propose reasonable variances from specific requirements under paragraph 2.c. based upon the anticipated function of the foundation, provided that any such variances are specifically identified by the institution in materials presented to the Board when requesting approval of the foundation.

### 3. Foundations for Other Agencies

Other agencies under the Board's jurisdiction may establish foundations to accept gifts made for the benefit of the agencies' operating purposes. These agencies are subject to the same policies as the institutional foundations. However, agency foundations with annual revenues less than \$100,000 are not required to obtain an independent audit. These agencies must instead submit an annual report to the Board of gifts received and the disposition of such gifts.

4. Idaho ~~Educational~~ Public ~~Broadcasting-System Television~~ Foundations ~~and Friends Groups~~
  - a. Foundations ~~and Friends-groups~~ that exist for the benefit of ~~the~~ Idaho ~~Educational~~ Public ~~Broadcasting-System Television~~ (~~IEPBS IPTV~~) are required by Federal Communications Commission (FCC) regulations to have specific spending authority designated by the Board. Audits of the ~~IEPBS IPTV~~ Foundation ~~and Friends-groups~~ will be conducted by the State Legislative Auditor.
  - b. By action of the Board, the ~~Friends of~~ Idaho ~~Educational~~ Public ~~Broadcasting System Television~~, Inc., has been designated to accept gifts made for the benefit of public television in the state of Idaho. The Foundation will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.

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- ~~b. By action of the Board, the Friends of Channel 4, Inc., has been designated to accept gifts made for the Benefit of KAID TV, Channel 4. The Friends of Channel 4, Inc., will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.~~
- ~~c. By action of the Board, the Friends of Channel 10, Inc., has been designated to accept gifts made for the benefit of KISU TV, Channel 10. The Friends of Channel 10, Inc., will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.~~
- ~~d. By action of the Board, the Friends of KUID, Inc., has been designated to accept gifts made for the benefit of KUID TV, Channel 12. The Friends of Channel 12, Inc., will conduct its activities in a manner consistent with the Federal Communications Commission (FCC) regulations and the FCC license held by the Board.~~

**5. Acceptance of Direct Gifts**

Notwithstanding the Board's desire to encourage the solicitation and acceptance of gifts through affiliated foundations, the Board may accept donations of gifts, legacies, and devises (hereinafter "gifts") of real and personal property on behalf of the state of Idaho that are made directly to the Board or to an institution or agency under its governance. Gifts worth more than \$250,000 must be reported to and approved by the executive director of the Board before such gift may be expended or otherwise used by the institution or agency. Gifts worth more than \$500,000 must be approved by the Board. The chief executive officer of any institution or agency is authorized to receive, on behalf of the Board, gifts that do not require prior approval by the executive director or the Board and that are of a routine nature. This provision does not apply to transfers of gifts to an institution or agency from an affiliated foundation (such transfers shall be in accordance with the written operating agreement between the institution or agency and an affiliated foundation, as described more fully herein).

**OPERATING AGREEMENT  
BETWEEN  
FOUNDATION, INC.  
AND  
INSTITUTION/AGENCY**

This Operating Agreement between Foundation, Inc. and Institution/Agency (“Operating Agreement”) is entered into as of this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, by and between Institution, herein known as “Institution/Agency” and the Foundation, Inc., herein known as “Foundation”.

WHEREAS, the Foundation was organized and incorporated in \_\_\_\_\_ for the purpose of generating voluntary private support from \_\_\_\_\_, \_\_\_\_\_, friends, corporations, foundations, and others for the benefit of the Institution/Agency.

WHEREAS, the Foundation exists to raise and manage private resources supporting the mission and priorities of the Institution/Agency, and provide opportunities for \_\_\_\_\_ (e.g. students) and a degree of institutional excellence unavailable with state funding levels.

WHEREAS, the Foundation is dedicated to assisting the Institution/Agency in the building of the endowment to address, through financial support, the long-term academic and other priorities of the Institution/Agency.

WHEREAS, as stated in its articles of incorporation, the Foundation is a separately incorporated 501(c)(3) organization and is responsible for identifying and nurturing relationships with potential donors and other friends of the Institution/Agency, soliciting cash, securities, real and intellectual property, and other private resources for the support of the Institution/Agency, and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

WHEREAS, in connection with its fund-raising and asset-management activities, the Foundation utilizes, in accordance with this Operating Agreement, personnel experienced in planning for and managing private support.

WHEREAS, the mission of the Foundation is to secure, manage and distribute private contributions and support the growth and development of the Institution/Agency.

WHEREAS, the Institution/Agency and Foundation desire to set forth in writing various aspects of their relationship with respect to matters such as the solicitation, receipt, management, transfer and expenditure of funds.

WHEREAS, the Parties hereby acknowledge that they will at all times conform to and abide by the Idaho State Board of Education's Governing Policies and Procedures, Gifts and Affiliated Foundations Policy V.E., and that they will submit this Operating Agreement for initial State Board of Education ("State Board") approval, and thereafter every three (3) years, or as otherwise requested by the State Board, for review and re-approval.

WHEREAS, the Foundation and the Institution/Agency intend for this Operating Agreement to be the written operating agreement required by State Board Policy V.E.2.b.

NOW THEREFORE, in consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the Parties agree as follows:

## **ARTICLE I**

### **Foundation's Purposes**

The Foundation is the primary affiliated foundation responsible for securing, managing and distributing private support for the Institution/Agency. Accordingly, to the extent consistent with the Foundation's Articles of Incorporation and Bylaws, and the State Board's Policies and Procedures, the Foundation shall: (1) solicit, receive and accept gifts, devises, bequests and other direct or indirect contributions of money and other property made for the benefit of the Institution/Agency from the general public (including individuals, corporations, other entities and other sources); (2) manage and invest the money and property it receives for the benefit of the Institution/Agency; and (3) support and assist the Institution/Agency in fundraising and donor relations.

In carrying out its purposes, the Foundation shall not engage in activities that: (1) conflict with federal or state laws, rules and regulations (including all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations); (2) cause the Institution to be in violation of applicable policies of the State Board; or (3) conflict with the role and mission of the Institution/Agency.

## **ARTICLE II**

### **Foundation's Organizational Documents**

The Foundation shall provide copies of its current Articles of Incorporation and Bylaws to the Institution/Agency. The Foundation, to the extent practicable, also shall provide the Institution/Agency with an advance copy of any proposed amendments to the Foundation's Articles of Incorporation and Bylaws. The Institution/Agency shall provide all such documents to the State Board.

### ARTICLE III Institution/Agency Resources and Services

#### 1. Institution/Agency Employees.

a. *Institution/Agency/Foundation Liaison:* The Institution/Agency's Vice President for Institution/Agency Advancement shall serve as the Institution/Agency's Liaison to the Foundation.

- i. The Institution/Agency's Vice President for Institution/Agency Advancement shall be responsible for coordinating the Institution/Agency's and the Foundation's fundraising efforts and for supervising and coordinating the administrative support provided by the Institution/Agency to the Foundation.
- ii. The Vice President for Institution/Agency Advancement or designee shall attend each meeting of the Foundation's Board of Directors and shall report on behalf of the Institution/Agency to the Foundation's Board of Directors regarding the Institution/Agency's coordination with the Foundation's fundraising efforts.

b. *Managing Director:* The *Managing Director* of the Foundation is an employee of the Institution/Agency loaned to the Foundation. All of the Managing Director's services shall be provided directly to the Foundation as follows:

- i. The *Managing Director* shall be responsible for the supervision and control of the day-to-day operations of the Foundation. More specific duties of the *Managing Director* may be set forth in a written job description prepared by the Foundation and attached to the Loaned Employee Agreement described in paragraph (iii) below. The *Managing Director* shall be subject to the control and direction of the Foundation.
- ii. The *Managing Director* shall be entitled to Institution/Agency benefits to the same extent and on the same terms as other full-time Institution/Agency employees of the same classification as the *Managing Director*. The Foundation shall reimburse the Institution/Agency for all costs incurred by the Institution/Agency in connection with the Institution/Agency's employment of the *Managing Director* including such expenses as salary, payroll taxes, and benefits.
- iii. The Foundation and the Institution/Agency shall enter into a written agreement, in the form of Exhibit "A" hereto, establishing that the

Managing *Director* is an employee of the Institution/Agency but subject to the direction and control of the Foundation (generally a "Loaned Employee Agreement"). The Loaned Employee Agreement shall also set forth the relative rights and responsibilities of the Foundation and the Institution/Agency with respect to the Managing *Director*, including the following:

1. The Foundation shall have the right to choose to terminate the Loaned Employee Agreement in accordance with Foundation Procedures and applicable law, such termination may include election by the Foundation for non-renewal of the Loaned Employee Agreement.
2. Termination of the Loaned Employee Agreement in accordance with the Foundation procedures and applicable law shall constitute grounds for a termination proceeding by the Institution/Agency or for non-renewal of any obligation of the Institution/Agency to employ the Loaned Employee, subject to applicable legal and procedural requirements of the State of Idaho and the Institution/Agency.
3. The Loaned Employee shall be subject to the supervision, direction and control of the Foundation Board of Directors and shall report directly to the Foundation president or designee.

c. *Other Loaned Employees.* Other loaned employees providing services pursuant to this Operating Agreement shall also serve pursuant to a Loaned Employee Agreement which shall set forth their particular responsibilities and duties.

d. *Other Institution/Agency Employees Holding Key Foundation or Administrative or Policy Positions:* In the event the Institution/Agency and the Foundation determine it is appropriate for one or more additional Institution/Agency employees who function in a key administrative or policy making capacity for the Institution/Agency (including, but not limited to, any Institution/Agency Vice-President or equivalent position) to serve both the Institution/Agency and the Foundation, then, pursuant to State Board Policy V.E., this Operating Agreement shall be amended to clearly set forth the authority and responsibilities of the position of any such Institution/Agency employee.

e. *Limited Authority of Institution/Agency Employees.* Notwithstanding the foregoing provisions, no Institution/Agency employee who functions in a key administrative or policy making capacity for the Institution/Agency (including, but not limited to, any Institution/Agency Vice-President or equivalent position) shall be permitted to have



responsibility or authority for Foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of Foundation employees.

2. Support Services. The Institution/Agency shall provide administrative, financial, accounting, investment, and development services to the Foundation, as set forth in the Service Agreement attached hereto as Exhibit "B" ("Service Agreement"). All Institution/Agency employees who provide support services to the Foundation shall remain Institution/Agency employees under the direction and control of the Institution/Agency, unless agreed that the direction and control of any such employee will be vested with the Foundation in a written Loaned Employee Agreement. The Foundation will pay directly to the Institution/Agency the portion of the overhead costs associated with the services provided to the Foundation pursuant to the Service Agreement. The portion of such costs shall be determined by the agreement of the Parties.

3. Institution/Agency Facilities and Equipment. The Institution/Agency shall provide the use of the Institution/Agency's office space and equipment to the Foundation upon the terms agreed to by the Institution/Agency and the Foundation. The terms of use (including amount of rent) of the Institution/Agency's office space and equipment shall be as set forth in the Service Agreement.

4. No Foundation Payments to Institution/Agency Employees. Notwithstanding any provision of this Operating Agreement to the contrary, the Foundation shall not make any payments directly to an Institution/Agency employee in connection with any resources or services provided to the Foundation pursuant to this Operating Agreement.

#### **ARTICLE IV**

##### **Management and Operation of Foundation**

The management and control of the Foundation shall rest with its Board of Directors.

##### 1. Gift Solicitation.

*Authority of Vice President for Institution/Agency Advancement.* All Foundation gift solicitations shall be subject to the direction and control of the Vice President for Institution/Agency Advancement.

a. *Form of Solicitation.* Any and all Foundation gift solicitations shall make clear to prospective donors that (1) the Foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the Institution/Agency; and (2) responsibility for the governance of the Foundation, including the investment of gifts and endowments, resides in the Foundation's Board of Directors.

b. *Foundation is Primary Donee.* Absent unique circumstances, prospective donors shall be requested to make gifts directly to the Foundation rather than to the Institution/Agency.

## 2. Acceptance of Gifts.

a. *Approval Required Before Acceptance of Certain Gifts.* Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by the Institution/Agency, the Foundation shall obtain the prior written approval of the Institution/Agency. Similarly, the Foundation shall also obtain the prior written approval of the Institution/Agency of the acceptance of any gift or grant that would impose a binding financial or contractual obligation on the Institution/Agency.

b. *Acceptance of Gifts of Real Property.* The Foundation shall conduct adequate due diligence on all gifts of real property that it receives. All gifts of real property intended to be held and used by the Institution/Agency shall be approved by the State Board before acceptance by the Institution/Agency and the Foundation. In cases where the real property is intended to be used by the Institution/Agency in connection with carrying out its proper functions, the real property may be conveyed directly to the Institution/Agency, in which case the Institution/Agency and not the Foundation shall be responsible for the due diligence obligations for such property.

c. *Processing of Accepted Gifts.* All gifts received by the Institution/Agency or the Foundation shall be delivered (if cash) or reported (if any other type of property) to the Foundation's designated gift administration office (a unit of the Foundation) in accordance with the Service Agreement.

3. Fund Transfers. The Foundation agrees to transfer funds, both current gifts and income from endowments, to the Institution/Agency on a regular basis as agreed to by the Parties. The Foundation's Treasurer or other individual to whom such authority has been delegated by the Foundation's Board of Directors shall be responsible for transferring funds as authorized by the Foundation's Board of Directors.

a. *Restricted Gift Transfers.* The Foundation shall inform the Institution/Agency officials into whose program or department funds are transferred of any restrictions on the use of such funds and provide such officials with access to any relevant documentation concerning such restrictions. Such Institution/Agency officials shall account for such restricted funds separate from other program and department funds in accordance with applicable Institution/Agency policies and shall notify the Foundation on a timely basis regarding the uses of such restricted funds.

b. *Unrestricted Gift Transfers.* The Foundation may utilize any unrestricted gifts it receives for any use consistent with the Foundation's purposes as generally summarized in Article I of this Operating Agreement. If the Foundation elects to use unrestricted gifts to

make grants to the Institution/Agency, such grants shall be made at such times and in such amounts as the Foundation's Board of Directors may determine in the Board's sole discretion.

4. Foundation Expenditures and Financial Transactions.

a. *Signature Authority.* The Foundation designates the Foundation Treasurer as the individual with signature authority for the Foundation in all financial transactions. The Foundation may supplement or change this designation with written notice to the Institution/Agency; provided, however, in no event may the person with Foundation signature authority for financial transactions be an Institution/Agency employee.

b. *Expenditures.* All expenditures of the Foundation shall be (1) consistent with the charitable purposes of the Foundation, and (2) not violate restrictions imposed by the donor or the Foundation as to the use or purpose of the specific funds.

5. Institution/Agency Report on Distributed Funds. On a regular basis, which shall not be less than annually, the Institution/Agency shall report to the Foundation on the use of restricted and unrestricted funds transferred to the Institution/Agency. This report shall specify the restrictions on any restricted funds and the uses of such funds.

6. Transfer of Institution/Agency Assets to the Foundation. No Institution/Agency funds, assets, or liabilities may be transferred directly or indirectly to the Foundation without the prior approval of the State Board except when:

- a. A donor inadvertently directs a contribution to the Institution/Agency that is intended for the Foundation in which case such funds may be transferred to the Foundation so long as the documents associated with the gift indicate the Foundation was the intended recipient of the gift. In the absence of any such indication of donor intent, such funds shall be deposited in an institutional account, and State Board approval will be required prior to the Institution/Agency's transfer of such funds to the Foundation.
- b. The Institution/Agency has gift funds that were originally transferred to the Institution/Agency from the Foundation and the Institution/Agency wishes to return a portion of those funds to the Foundation for reinvestment consistent with the original intent of the gift.
- c. Transfers of a *de minimis* amount not to exceed \$10,000 from the Institution to the Foundation provided such funds are for investment by the Foundation for scholarship or other general Institution/Agency support purposes. This exception shall not apply to payments by the Institution to the Foundation for obligations of the Institution to the Foundation, operating expenses of the Foundation or other costs of the Foundation.

- d. The transfer is of funds raised by the Institution for scholarship or program support and the funds are deposited with the affiliated foundation for investment and distribution in accordance with the purpose for which the funds were raised.

7. Separation of Funds. All Foundation assets (including bank and investment accounts) shall be held in separate accounts in the name of the Foundation using Foundation's Federal Employer Identification Number. The financial records of the Foundation shall be kept using a separate chart of accounts. For convenience purposes, some Foundation expenses may be paid through the Institution/Agency such as payroll and campus charges. These expenses will be paid through accounts clearly titled as belonging to the Foundation and shall be reimbursed by the Foundation on a regular basis.

8. Insurance. The Foundation shall maintain insurance to cover the operations and activities of its directors, officers and employees. The Foundation shall also maintain general liability coverage.

9. Investment Policies. All funds held by the Foundation, except those intended for short term expenditures, shall be invested in accordance with the Uniform Prudent Management of Institutional Funds Act, Idaho Code Sections 33-5001 to 33-5010, and the Foundation's investment policy which is attached hereto as Exhibit "C"; provided, however, the Foundation shall not invest any funds in a manner that would violate the applicable terms of any restricted gifts. The Foundation shall provide to the Institution/Agency any updates to such investment policy which updates shall also be attached hereto as Exhibit "C".

10. Organization Structure of the Foundation. The organizational structure of the Foundation is set forth in the Foundation's Articles of Incorporation and the Bylaws. The Foundation agrees to provide copies of such Articles and Bylaws as well as any subsequent amendments to such documents to both the Institution/Agency and the State Board. Any such amendments to the Articles and Bylaws shall be attached hereto as additions to Exhibit "D" and "E", respectively.

## **ARTICLE V**

### **Foundation Relationships with the Institution/Agency**

At all times and for all purposes of this Operating Agreement, the Institution and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party, provided, however, the Institution and the Foundation acknowledge that the Association carries out functions for the benefit of the Institution. As such, the Parties shall share certain information as provided below.

1. Access to Records. Subject to recognized legal privileges, each Party shall have the right to access the other Party's financial, audit, donor and related books and records as needed to properly conduct its operations.

2. Record Management.

a. The Parties recognize that the records of the Foundation relating to actual or potential donors contain confidential information. Such records shall be kept by the Foundation in such a manner as to protect donor confidentiality to the fullest extent allowed by law. Notwithstanding the access to records permitted above, access to such confidential information by the Institution/Agency shall be limited to the Institution/Agency's President and any designee of the Institution/Agency's President.

b. The Foundation shall be responsible for maintaining all permanent records of the Foundation including but not limited to the Foundation's Articles, Bylaws and other governing documents, all necessary documents for compliance with IRS regulations, all gift instruments, and all other Foundation records as required by applicable laws.

c. Although the Foundation is a private entity and is not subject to the Idaho Public Records Law, the Foundation, while protecting personal and private information related to private individuals, is encouraged, to the extent reasonable, to be open to public inquiries related to revenue, expenditure policies, investment performance and/or similar non-personal and non-confidential financial or policy information. ~~The Foundation, while protecting personal and private information related to private individuals, is encouraged, to the extent possible or reasonable, to be open to public inquiries related to revenue, expenditure policies, investment performance and/or other information that would normally be open in the conduct of institution affairs pursuant to the Idaho Public Records Law, as set forth in Idaho Code Title 74, Chapter 1.~~

3. Name and Marks. Consistent with its mission to help to advance the plans and objectives of the Institution, the Institution grants the Association the limited, non-exclusive use of the name Institution, for use in its support of the Institution. The Association shall operate under the Institution's logotype in support of its organizational business and activities. Any use by the Association of the Institution's logotypes or other trademarks must be with prior approval of the Institution through the Office of Trademark Licensing and Enforcement.

4. Identification of Source. The Foundation shall be clearly identified as the source of any correspondence, activities and advertisements emanating from the Foundation.

5. Establishing the Foundation's Annual Budget. The Foundation shall provide the Institution/Agency with the Foundation's proposed annual operating budget and capital expenditure plan (if any) prior to the date the Foundation's Board of Directors meeting at which the Foundation's Board will vote to accept such operating budget. Any of the Institution/Agency's funding requests to the Foundation shall be communicated in writing to the Foundation's Treasurer and Assistant Treasurer by April 1 of each year.

6. Attendance of Institution/Agency's President at Foundation's Board of Director Meetings. The Institution/Agency's President shall be invited to attend all meetings of the Foundation's Board of Directors and may act in an advisory capacity in such meetings.

7. Supplemental Compensation of Institution/Agency Employees. Any supplemental compensation of Institution/Agency employees by the Foundation must be preapproved by the State Board. Any such supplemental payment or benefits must be paid by the Foundation to the Institution/Agency, and the Institution/Agency shall then pay compensation to the employee in accordance with the Institution/Agency's normal practice. No Institution/Agency employee shall receive any payments or other benefits directly from the Foundation.

## ARTICLE VI

### Audits and Reporting Requirements

1. Fiscal Year. The Foundation and the Institution/Agency shall have the same fiscal year.

2. Annual Audit. On an annual basis, the Foundation shall have an audit conducted by a qualified, independent certified public accountant who is not a director or officer of the Foundation. The annual audit will be provided on a timely basis to the Institution/Agency's President and the State Board, in accordance with the State Board's schedule for receipt of said annual audit. The Foundation's annual statements will be presented in accordance with standards promulgated by the Financial Accounting Standards Board (FASB). The Foundation is a component unit of the Institution/Agency as defined by the Government Accounting Standards Board (GASB). Accordingly, the Institution/Agency is required to include the Foundation in its financial statements which follow a GASB format. Therefore, the Foundation will include in its audited financial statement, schedules reconciling the FASB Statements to GASB standards in the detail required by GASB Standards. The annual audited financial statements, including the auditor's independent opinion regarding such financial statements, and schedules shall be submitted to the Institution/Agency Office of Finance and Administration in sufficient time to incorporate the same into the Institution/Agency's statements. All such reports and any accompanying documentation shall protect donor privacy to the extent allowable by law.

3. Separate Audit Rights. The Institution/Agency agrees that the Foundation, at its own expense, may at any time during normal business hours conduct or request additional audits or reviews of the Institution/Agency's books and records pertinent to the expenditure of donated funds. The Foundation agrees that the Institution/Agency and the State Board, at its own expense, may, at reasonable times, inspect and audit the Foundation's books and accounting records.

4. Annual Reports to Institution/Agency President. On a regular basis, which shall not be less than annually, the Foundation shall provide a written report to the Institution/Agency President setting forth the following items:

- a. the annual financial audit report;
- b. an annual report of Foundation transfers made to the Institution/Agency, summarized by Institution/Agency department;

- c. an annual report of unrestricted funds received by the Foundation;
- d. an annual report of unrestricted funds available for use during the current fiscal year;
- e. a list of all of the Foundation's officers, directors, and employees;
- f. a list of Institution/Agency employees for whom the Foundation made payments to the Institution/Agency for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;
- g. a list of all state and federal contracts and grants managed by the Foundation;
- h. an annual report of the Foundation's major activities;
- i. an annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the Institution/Agency; and
- j. an annual report of (1) any actual litigation involving the Foundation during its fiscal year; (2) identification of legal counsel used by the Foundation for any purpose during such year; and (3) identification of any potential or threatened litigation involving the Foundation.

## ARTICLE VII

### Conflict of Interest and Code of Ethics and Conduct

1. Conflicts of Interest Policy and Code of Ethics and Conduct. The Foundation's Conflict of Interest Policy is attached as Exhibit "F", and its Code of Ethical Conduct is set forth as Exhibit "G".

2. Dual Representation. Under no circumstances may an Institution/Agency employee represent both the Institution/Agency and the Foundation in any negotiation, sign for both entities in transactions, or direct any other institution employee under their immediate supervision to sign for the related Party in a transaction between the Institution/Agency and the Foundation. This shall not prohibit Institution/Agency employees from drafting transactional documents that are subsequently provided to the Foundation for its independent review, approval and use.

3. Contractual Obligation of Institution/Agency. The Foundation shall not enter into any contract that would impose a financial or contractual obligation on the Institution/Agency without first obtaining the prior written approval of the Institution/Agency. Institution/Agency

approval of any such contract shall comply with policies of the State Board with respect to State Board approval of Institution/Agency contracts.

4. Acquisition or Development or Real Estate. The Foundation shall not acquire or develop real estate or otherwise build facilities for the Institution/Agency's use without first obtaining approval of the State Board. In the event of a proposed purchase of real estate by the Foundation for the Institution/Agency, the Institution/Agency shall notify the State Board at the earliest possible date. Any such proposed purchase for the Institution/Agency's use shall be a coordinated effort of the Institution/Agency and the Foundation. Any notification to the State Board required pursuant to this paragraph may be made through the State Board's chief executive officer in executive session pursuant to the open meeting law, set forth in Idaho Code, Title 74, Chapter 2.

## **ARTICLE VIII General Terms**

1. Effective Date. This Operating Agreement shall be effective on the date set forth above.

2. Right to Terminate. This Operating Agreement shall terminate upon the mutual written agreement of both Parties. In addition, either Party may, upon 90 days prior written notice to the other, terminate this Operating Agreement, and either Party may terminate this Operating Agreement in the event the other Party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting Party specifying the nature of the default. Should the Institution/Agency choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the Foundation that is not cured within the time frame set forth above, the Foundation may require the Institution/Agency to pay, within 180 days of written notice, all debt incurred by the Foundation on the Institution/Agency's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should the Foundation choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the Institution/Agency that is not cured within the time frame set forth above, the Institution/Agency may require the Foundation to pay any debt it holds on behalf of the Foundation in like manner. The Parties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. In the event negotiations fail, the Parties will initiate the dispute resolution mechanism described below (through reference to the Foundation Chair and the State Board) to further attempt to negotiate a new agreement within the time period specified herein, they will refer the matter to the State Board for resolution. Termination of this Operating Agreement shall not constitute or cause dissolution of the Foundation.

3. 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 the Chair of the Board of the Foundation and the Institution/Agency President. If the Foundation Board Chair and Institution/Agency President cannot resolve the dispute, then the dispute will be referred to the Foundation Chair and the State Board for resolution. If they are unable to resolve the dispute, the Parties shall submit the dispute to mediation by an impartial third Party or professional mediator mutually acceptable to the Parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains 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.

4. Dissolution of Foundation. Consistent with provisions appearing in the Foundation's Bylaws and Articles of Incorporation, should the Foundation cease to exist or cease to be an Internal Revenue Code §501(c)(3) organization, the Foundation shall transfer to the State Board (or Institution, as applicable) the balance of all property and assets of the Foundation from any source, after the payment of all debts and obligations of the Foundation, and such property shall be vested in the State Board in trust for the use and benefit of the Institution/Agency.

5. 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.

6. Modification. Any modification to the Operating Agreement or Exhibits hereto shall be in writing and signed by both Parties.

7. Providing Document to and Obtaining Approval from the Institution/Agency. Unless otherwise indicated herein, any time documents are to be provided to the Institution/Agency or any time the Institution/Agency's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the Institution/Agency's President or an individual to whom such authority has been properly delegated by the Institution/Agency's President.

8. Providing Documents to and Obtaining Approval from the Foundation. Unless otherwise indicated herein, any time documents are to be provided to the Foundation or any time the Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Foundation's Board of Directors.

9. Notices. Any notices required under this Operating Agreement may be mailed or delivered as follows:

To the Institution/Agency:

President  
Institution/Agency  
Street Address  
City, State and Zip

To the Foundation:

Managing Director  
Foundation, Inc.  
Street Address  
City, State and Zip

10. No Joint Venture. At all times and for all purposes of this Memorandum of Understanding, the Institution/Agency and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party.

11. Liability. The Institution/Agency and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members or employees.

12. Indemnification. To the extent allowed by law, the Institution/Agency and the Foundation each agree to indemnify, defend and hold the other Party, their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of the Party, its employees, contractors, or agents in performing its obligations under this Operating Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of one Party who is working for the benefit of the other Party. Nothing in this Operating Agreement shall be construed to extend to the Institution/Agency's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.

13. Assignment. This Operating Agreement is not assignable by either Party, in whole or in part.

14. Governing Law. This Operating Agreement shall be governed by the laws of the State of Idaho.

15. Severability. If any provision of this Operating Agreement is held invalid or unenforceable to any extent, the remainder of this Operating Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

16. Entire Agreement. This Operating Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.

IN WITNESS WHEREOF, the Institution/Agency and the Foundation have executed this Operating Agreement on the above specified date.

Institution/Agency

By: \_\_\_\_\_  
Its: President

Institution/Agency Foundation, Inc.

By: \_\_\_\_\_  
Its: Chairman

**EXHIBIT "A"**

Loaned Employee Agreement

**EXHIBIT "B"**

Service Agreement

**EXHIBIT "C"**

Investment Policy

**EXHIBIT "D"**

Articles of Incorporation

**EXHIBIT "E"**

Bylaws



**EXHIBIT "F"**

Conflict of Interest Policy

**EXHIBIT "G"**

Code of Ethical Conduct

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 20, 2019**

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**SUBJECT**

Idaho State Board of Education (Board) Policy V.X. "Intercollegiate Athletics"  
second reading

**REFERENCE**

June 2012	Board approved first reading of amendments tying general fund limit to General Fund appropriation and tying institutional fund limit to total appropriation as new Board Policy V.X.
August 2012	Board approved second reading of new Board Policy V.X.
June 2014	Board approved first reading of amendments setting athletic limits through formula rather than Board approval.
August 2014	Board approved second reading of amendments to Board Policy V.X.
April 2016	Board approved first reading of amendments revising the reporting requirements for gender equity and financial reporting.
June 2016	Board approved use of the 4-year institutions' Federal Title IX reports for tracking compliance with Gender Equity regulations; and use of annual NCAA reports (and the NCAA report format in the case of Lewis-Clark State College) for annual tracking of institutions' athletic revenues and expenditures.
April 2019	Board approved first reading of amendments to Board Policy V.X.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.X.

**ALIGNMENT WITH STRATEGIC PLAN**

Goal 3 ("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**

At the direction of the Business Affairs and Human Resources (BAHR) Committee, members from each of the four-year institutions and Board staff were charged with carrying out a comprehensive review of Board Policy V.X. and developing

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 20, 2019**

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recommendations for updates to the policy. A number of concerns about the current policy and limits were raised. Institutions expressed concern that the current policy limited the amount that student athletic fees could be increased, despite the support from the students for a larger increase than currently allowed. Some Institutions also expressed concern that separating general athletic expenditures and athletic expenditures for gender equity resulted in a bifurcation of allowable expenditures that did not provide the institution flexibility in addressing various athletic-related issues. The current formula for increasing the athletic spending limit did not allow for additional increases due to factors such as athletic conference changes, the addition of new sports, expansion of team rosters and/or schedules, and other student-related factors such as room and board increases, spikes in tuition, or inflationary factors related to academic support and tutoring. The proposed amendment addresses each of these areas and makes other technical changes to improve clarity and correct inaccuracies in the current text.

**IMPACT**

The proposed revisions to Board Policy V.X., Intercollegiate Athletics, will address a number of long-standing concerns with the current policy, improve clarity, correct technical accuracy and readability, and increase institutions' flexibility to manage athletic financial operations while improving the Board's ability to track and oversee athletic operations.

**ATTACHMENTS**

Attachment 1: Board policy V.X. – Second Reading

**STAFF COMMENTS AND RECOMMENDATIONS**

The proposed revision of Board Policy V.X. includes changes to the following areas:

- Clarifies that the policy pertains to the athletic operations at the four 4-year institutions and adds appropriate references to the NCAA and NAIA.
- Merges the previously separate athletic limit categories for Gender Equity, General Fund, and Institutional Fund spending into a single category.
- Allows Student Activity Athletic Fee revenues to be collected at a level consistent with student authorization and approval.
- Provides new FY 2020 athletic spending limits and clarifies that adjustments must be equal to the growth in appropriated funds (General Funds and tuition and fees) or through Board approval.
- Provides a mechanism for Chief Executive Officers to request Board approval for one-time or ongoing changes to the above limits when justified on the basis of adding or expanding programs, investing in facility upgrades or repairs, meeting new federal or state regulatory compliance requirements, and/or meeting intercollegiate athletic association or conference requirements.
- Clarifies the process for dealing with annual athletic budget deficits and fund balance requirements—provides flexibility for the Board to direct deficit/fund deficiencies on a case-by-case basis (as opposed to a two-year fixed term).

**BUSINESS AFFAIRS AND HUMAN RESOURCES**  
**JUNE 20, 2019**

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There were changes between the first and second reading. These changes include:

- Changes to the limits for each of the institutions, reflecting the inflationary growth based on the FY 2019 General Fund appropriations and a more careful review as directed by the Board at the April Board meeting.
- Clarification that the new limits include General Funds and Institutional Funds.
- Clarification that the methodology for increasing the limit is based on appropriated funds and not only General Funds.

Adjustments to the spending limits were requested by the institutions as what is needed for a competitive, yet not extravagant, athletics program. The proposed numbers reflect the limit and not the amount of funding for athletics. The following table highlights the current limit, the proposed limit, and the difference for the applicable institutions.

	Current	Proposed	Difference
Boise State University	5,014,900	5,265,600	250,700
Lewis-Clark State College	1,480,800	3,532,600	2,051,800
University of Idaho	5,457,400	6,850,000	1,392,600
Idaho State University	4,742,600	5,750,000	1,007,400

Institution presidents will be available to answer any questions.

Staff recommends approval.

**BOARD ACTION**

I move to approve the second reading of the proposed amendments to Board Policy Section V.X., Intercollegiate Athletics, as presented in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

~~1. Philosophy~~

~~The Board reaffirms the role of intercollegiate athletics as a legitimate and significant component of institutional activity. The responsibility for and control of institutional activities in this area rest with the Board.~~

~~In the area of intercollegiate athletics, the Board seeks to establish programs which:~~

- ~~a. Provide opportunities for student athletes to attend college and participate in athletic programs while pursuing and completing academic degrees;~~
- ~~b. Reflect accurately the priorities and academic character of its institutions;~~
- ~~c. Fuel school spirit and community involvement;~~
- ~~d. Serve the needs of the institutions as they seek, through their athletic programs, to establish fruitful and sustaining relationships with their constituencies throughout the state and nation; and~~
- ~~e. Actively and strategically progress toward compliance with Title IX of the Higher Education Amendments Act of 1972.~~

~~Given these goals, the Board has a continuing interest in the academic success of student athletes, the scope and level of competition, and the cost of athletic programs administered by its institutions. Consequently, the Board will, from time to time in the context of this policy statement, promulgate, as necessary, policies governing the conduct of athletic programs at its institutions.~~

21. Policies

The day-to-day conduct of athletic programs is vested in the institutions and in their chief executive officers. Decision making at the institutional level ~~must~~ shall be consistent with the policies established by the Board and by those national organizations and conferences with which the institutions are associated. In the event that conflicts arise among the policies of these governance groups, ~~it is the institution shall follow Board policy and the responsibility of the~~ institution's chief executive officer ~~to shall~~ notify the Board in a timely manner. ~~Likewise, a~~Any knowledge of serious NCAA, NAIA, or conference rule infractions involving an institution ~~should~~ shall be communicated by the athletic department to the chief executive officer of the institution immediately and the chief executive officer shall notify the Executive Director.

~~The Board recognizes that the financing of intercollegiate athletics, while controlled at the institutional level, is ultimately the responsibility of the Board itself. In assuming~~

Idaho State Board of Education  
GOVERNING POLICIES AND PROCEDURES  
SECTION: V. FINANCIAL AFFAIRS  
SUBSECTION: X. Intercollegiate Athletics

ATTACHMENT 1

~~June 2016~~ June 2019

~~that responsibility, t~~The sources of funds for intercollegiate athletics shall be defined in the following categories:

- a. State General Funds means state General Funds (as defined in Section 67-1205, Idaho Code) appropriated to the institutions.
  - b. Student Athletic Fee Revenue means revenue generated from the full-time and part-time student activity fee that is dedicated to the intercollegiate athletics program pursuant to policy V.R.3.b.ii.
  - c. Program Funds means revenue generated directly related to the athletic programs, including but not limited to ticket sales/event revenue, tournament/bowl/conference receipts, media/broadcast receipts, concessions/parking/advertisement, game guarantees and foundation/booster donations.
  - d. Institutional Funds means any funds generated by the institution outside the funds listed in a., b. and c. above. Institutional Funds ~~do~~shall not include tuition and fee revenue collected under policy V.R.3. Examples of Institutional Funds include, but are not limited to, fees from Auxiliary Enterprises (as defined in Board Policy V.B.4.a), auxiliaries, investment income, interest income, vending, indirect cost recovery funds on federal grants and contracts, and administrative overhead charged to revenue-generating accounts across campus.
3. ~~Funds allocated and used by athletics from the above sources are limited as follows~~Athletic spending limits: The Board shall establish annual limits on the expenditures drawn from State General Funds and Institutional Funds. No limits are set for the expenditure of athletic Program Funds.
- a. State General Funds and Institutional Funds
    - i. ~~The limit for State General Funds shall be allocated in two categories: General Funds used for athletics and General Funds used to comply with Title IX.~~
    - ii.i. ~~The Board set the following FY 2013 General Fund~~FY 2020 limits on total athletics spending from State General Funds and Institutional Funds are limits:
      - 1) General Funds for Athletics:
        - a) UniversitiesBoise State University \$ 2,424,4005,265,600
        - b) Idaho State University \$ 5,750,000
        - c) University of Idaho \$ 6,850,000
        - ~~d~~b) Lewis-Clark State College \$ 3,532,600
      - 2) ~~General Funds for Gender Equity:~~

Idaho State Board of Education  
**GOVERNING POLICIES AND PROCEDURES**  
SECTION: V. FINANCIAL AFFAIRS  
SUBSECTION: X. Intercollegiate Athletics

**ATTACHMENT 1**

~~June 2016~~ June 2019

<del>a) Boise State University</del>	<del>\$1,069,372</del>
<del>b) Idaho State University</del>	<del>\$ 707,700</del>
<del>c) University of Idaho</del>	<del>\$ 926,660</del>
<del>d) Lewis-Clark State College</del>	<del>\$ ————0</del>

~~ii. The methodology for computing the limits for both categories of State General Funds athletic limits shall be to calculate annually based on the rate of change for the next fiscal year of ongoing State General Funds appropriated funds compared to the ongoing State General Funds appropriated funds in the current fiscal year, and then apply the rate of change to both limits approved by the Board in the previous year unless set through Board action.~~

~~4. Adjustments to Athletic Spending limits: Institution chief executive officers may request from the Board, one-time or permanent changes to the above-described spending limits to address non-routine programmatic changes. Changes that may be used as evidence for adjustments to the Athletic Spending Limit may include but are not limited to the addition of new sports, new expenditures related to gender equity or other compliance requirements, transitions to different athletic conferences, expansion of team rosters and schedules, inflationary factors related to the expense of academic support and tutoring, room and board increases, or atypical spikes in tuition rates.~~

~~b. Institutional funds~~

~~i. The Board set the following FY 2013 limits:~~

<del>1) Boise State University</del>	<del>\$386,100</del>
<del>2) Idaho State University</del>	<del>\$540,400</del>
<del>3) University of Idaho</del>	<del>\$772,100</del>
<del>4) Lewis-Clark State College</del>	<del>\$154,300</del>

~~ii. The methodology for computing the limits for Institutional Funds shall be to calculate the rate of change for the next fiscal year ongoing Appropriated Funds compared to the ongoing Appropriated Funds in the current fiscal year, and then apply the rate of change to the limit approved by the Board in the previous year. For purposes of this paragraph, "Appropriated Funds" means all funds appropriated by the Legislature to the institutions, including but not limited to, State General Funds, endowment funds, and appropriated tuition and fees.~~

~~c. Student Athletic Fee Revenue shall not exceed revenue generated from student activity fee dedicated for the athletic program. Institutions may increase the student~~



~~June 2016~~ June 2019

~~fee for the athletic program at a rate not more than the rate of change of the total student activity fees.~~

~~d.b.~~ Program ~~f~~Funds

The institutions can use the program funds generated, without restriction.

5. Fund Balances

- a. The ~~president~~ chief executive officer of each institution is accountable for balancing the budget of the athletic department on an annual basis. In accounting for the athletic programs, a positive fund balance for the total athletic program must be maintained. ~~In the event that revenue within a fiscal year exceeds expenses, the surplus would increase the fund balance and would be available for future fiscal years. In the event that expenses within a fiscal year exceeds revenue, the deficit would reduce the fund balance.~~ Athletic program funds shall be maintained in a separate account. If the fund balance becomes negative in any fiscal year, the institutions shall submit a plan for Board approval that eliminates the deficit ~~within two fiscal years~~. Reduction in program expenditures and/or increased revenue (program funds only) can be used in an institutional plan to eliminate a negative fund balance. If substantial changes in the budget occur during the fiscal year resulting in a projected deficit for that year, the ~~president~~ chief executive officer shall advise the Executive Director ~~Board~~ of the situation ~~at the earliest opportunity~~ immediately.
- b. Donations to athletics at an institution must be made and reported according to Board policy V.E. The amount of booster money donated to and used by the athletic department shall be budgeted in the athletic department budget.

~~It is the intent of the Board that increases in program revenues should be maximized before increases to the athletic limits under subsection 3 will be considered.~~

4.6. Gender Equity

- ~~a. Gender equity means compliance with~~ Title IX of the Higher Education Amendments Act of 1972 ~~which prohibits discrimination on the basis of gender in any education program or activity receiving federal financial assistance, including athletics. Congress delegated authority to promulgate regulations (34 C.F.R. §106.41) for determining whether an athletics program complies with Title IX. The U.S. Department of Education, through its Office of Civil Rights (OCR) is responsible for enforcing Title IX.~~
- ~~b.—~~

~~June 2016~~ June 2019

~~c.a. Title IX measures gender equity in athletics in three distinct areas: participation, scholarships, and equivalence in other athletics benefits and opportunities.~~

d.b. The chief executive officer of each institution shall prepare a gender equity narrative for review by the Board in a format and time to be determined by the Executive Director. An institution will provide the Board with report(s) required by the institution's federal regulatory body regarding compliance to Title IX in its athletics programs and any summaries of such reports.

65. Financial Reporting.

~~The Board requires that the institutions adopt certain reporting requirements and common accounting practices in the area of intercollegiate athletic financing.~~ The NCAA Agreed Upon Procedures Reports that are prepared annually and reviewed by the external auditors for each university will be provided to the Board and will also serve as a reporting template for a similar annual report for Lewis-Clark State College. Additional reporting requirements may be required based on a timeline and format established by the Executive Director.

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**IDAHO NATIONAL LABORATORY**

**SUBJECT**

Enhancements at the Cybercore and Collaborative Computing Center (C3) facilities

**REFERENCE**

May 2016	State Board of Education (Board) received initial overview briefing on proposed project from INL Program Manager
June 2016	Board members toured potential construction sites for new facilities on properties adjacent to INL operations. Board assigned two of its members to serve on a project feasibility/coordination team.
August 2016	Board approved request to sponsor the Cybercore and Collaborative Computing Center (C3) facilities construction project, subject to subsequent approval of plans for financing and construction of the project through the Idaho State Building Authority.
September 2016	Board approved concurrent resolution for 2017 Legislative session as a prerequisite to obtaining state bonding authority for the project.
February 2017	Board authorized Executive Director to make purchase offer for acquisition of Idaho State University Foundation-owned parcel for siting of the CIC facility.
March 2017	Legislature approved Senate Concurrent Resolution 105, authorizing Board to enter into arrangements with Idaho State Building Authority (ISBA) for financing and construction management of the C3 and CIC facilities.
March 8, 2018	Board authorized bond issuance of \$82,535,000 for construction of the Cybercore and C3 facilities and approved a sublease agreement of the facilities with Battelle Energy Alliance.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

State Board of Education governance item.

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**BACKGROUND/DISCUSSION**

INL has agreed to purchase and install a new electron microscope in the Center for Advanced Energy Studies (CAES). The installation of this new microscope is at the request of the vice presidents for research at University of Idaho, Idaho State University, Boise State University, and the University of Wyoming and the Director of CAES to support proposed research activities at CAES with the universities and INL. This installation will need the currently planned C3 and Cybercore access road directly in front of CAES to be moved to reduce vibrations from traffic to improve research equipment output reliability and quality.

A proposed road would include a new traffic circle or intersection, walking and bike paths and a new street south from MK Simpson Boulevard to the cross-connecting drive between C3 and Cybercore, as conceptually described in Attachment 1. Once completed, the road would become the responsibility of the City of Idaho Falls, who would maintain the road and provide snow removal. The construction would require that a small portion of state-owned property be transferred to the City of Idaho Falls via the approved new plat signed by all affected land owners. The portion of state property where the road will be located is not really viable for any other use. Pursuant to Board Policy V.I.5.b.iii, disposal of real property requires Board approval.

**IMPACT**

Construction of this road and intersection will provide greater access to C3, Cybercore and CAES, maintain existing access to CAES, enhance walking accessibility between these facilities, and provide the needed separation of traffic in front of CAES to support existing and future research equipment. The remaining funds available from the bond proceeds have been analyzed and it was determined that sufficient funds are available to construct the new access road and traffic circle and there will still be adequate levels of funds to complete all remaining construction and management activities. It should be noted that upon final construction completion and turnover, remaining unused project funds would be paid to Batelle Energy Alliance (BEA) as reimbursement for paying the upfront design costs. BEA supports the change order and construction of the road.

**ATTACHMENTS**

Attachment 1: Access Road Renderings

**STAFF COMMENTS AND RECOMMENDATIONS**

Enhancements to the facilities will benefit the institutions and the partnership at Cybercore and C3. While the Board is authorizing an expenditure of funds, these monies are not state dollars and will have no impact on the finances of the State Board of Education or its institutions.

The other land owners affected by this construction have also given their support.

Staff recommends approval.

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**BOARD ACTION**

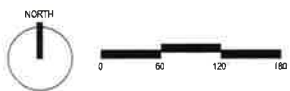
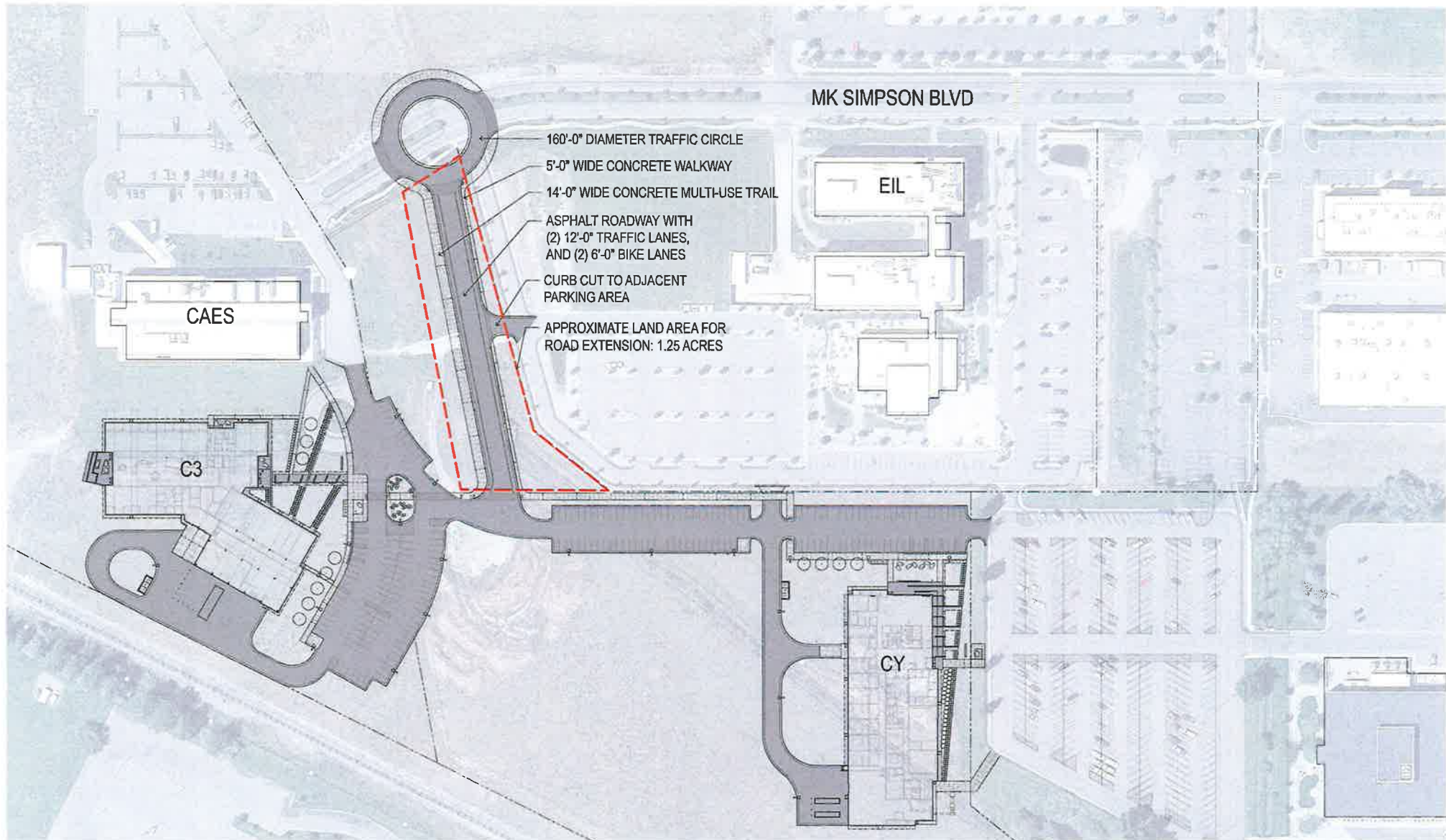
I move to approve the change order requested by BEA for construction of an access road extension and traffic circle on MK Simpson Boulevard as depicted on Attachment 1 for an amount not to exceed \$1,000,000, and the subsequent transfer of property to the City of Idaho Falls as described in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

AND

I move to authorize the Board's Executive Director to execute any documents required to transfer the access road depicted on Attachment 1 to the City of Idaho Falls.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



MK SIMPSON BLVD - PROPOSED ROAD EXTENSION AND TRAFFIC CIRCLE

Flad Architects

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Declaration of intent to utilize tax-exempt financing for reimbursement of internal expenditures on the Idaho Central Credit Union Arena (ICCU Arena)

**REFERENCE**

March 14, 2019

The Idaho State Board of Education (Board) approved the request from University of Idaho to proceed with project bidding and construction of the ICCU Arena

May 15, 2019

The Board approved a \$5,000,000 increase in the amount authorized in March 2019

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.F, Subsection 4(b)(iv).

**ALIGNMENT WITH STRATEGIC PLAN**

State Board of Education Governance Item.

**BACKGROUND/DISCUSSION**

The University of Idaho (UI) requests approval to declare its intent to utilize future tax-exempt bond financing to reimburse itself for internal funds utilized to pay the ICCU Arena project costs. Declaration of intent at this juncture preserves the right, but does not obligate reimbursement with tax-exempt financing. Any financing would still be subject to Board approval pursuant to Idaho State Board of Education Policies & Procedures, Section V.F.

**IMPACT**

UI may expend monies from its own internal funds for costs of the project as indicated above (Project) and in such event, may be reimbursed from the proceeds of any future tax-exempt bonds (Bonds) for any expenditures (Expenditure) made on or after a date not more than 60 days prior to June 20, 2019. Further, that each Expenditure was and will be either: (a) of a type properly chargeable to a capital account under general federal income tax principles (determined in each case as of the date of the Expenditure), (b) a cost of issuance with respect to the Bonds or (c) a nonrecurring item that is not customarily payable from current revenues. Further, that the maximum principal amount of the Bonds to be issue for the Project is not expected to exceed \$34,200,000 and the Bonds may also finance other UI projects. UI reasonably expects on June 20, 2019 that it will reimburse the Expenditures with all or a portion of the proceeds of the Bonds subject to future Board approval of such Bonds pursuant to Idaho State Board of Education Policies & Procedures, Section V.F. Further, that UI will keep books and records of all

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expenditures and will make a reimbursement allocation, which is a written allocation that evidences UI's use of proceeds of the Bonds to be a reimbursement of Expenditures no later than 18 months after the later of the date on which the Expenditure is paid or the Project is placed in service or abandoned, but in no event more than three years after the date on which the Expenditure is paid. Finally, this agenda item evidences UI's intent and reasonable expectation under Treas. Reg. Section 1.150.2 (d)(1) to use the proceeds of the Bonds to pay the costs of the Project and to reimburse UI for expenditures for the costs of the Project paid prior to the issuance of the Bonds to the extent permitted by federal tax law.

**STAFF COMMENTS AND RECOMMENDATIONS**

Bond counsel has advised institutions that may desire to be reimbursed from the proceeds of any future bonds that language as included under the Impact section of this agenda item is required. Approval of this item does not indicate support or authorization of bonds, but only supports that an institution may use internal funds for the project and be reimbursed by the bonds in the event that bonds are issued.

Staff recommends approval.

**BOARD ACTION**

I move to approve the request from University of Idaho for authority to use future bond proceeds to reimburse itself for costs and expenses of the acquisition of the Idaho Central Credit Union Arena property as described in the Impact Section above; provided however any issuance of bonds will require additional Board approval, consistent with Board Policies & Procedures.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



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**SUBJECT**

Systemness Update

**REFERENCE**

September 29, 2017	The Idaho State Board of Education (Board) adopted the Higher Education Task Force recommendations, including recommendation to increase systemness
December 2018	Huron presented the final report to the Board
January 18, 2019	The Board accepted the Huron report and appointed a subcommittee to continue the work on systemness

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**ALIGNMENT WITH STRATEGIC PLAN**

The agenda item aligns with the following Board of Education Strategic Plan Goals:  
Goal 1: Educational System Alignment  
Goal 2: Educational Attainment

**BACKGROUND/DISCUSSION**

The Board contracted with Huron Consulting to assess the current state of administrative operations at Boise State University, Idaho State University, the University of Idaho and Lewis-Clark State College and to identify opportunities for increases in efficiency and effectiveness. At the December 2018 regular Board meeting, Huron Consulting presented to the Board their final report areas of systems integration.

Huron Consulting identified a series of options and foundational decisions that would first need to be made prior to implementation of the potential efficiencies identified in the report. The report focused on three areas: labor duplication/fragmentation/span of control, purchasing power, and IT enterprise systems and their findings consisted of:

1. Near-term Opportunities
  - a. Optimize mid-level management span of control. Across all institutions, 60% to 70% of supervisors have three or fewer direct reports
  - b. Optimize staff support in functional areas (Finance, HR, Research and IT), and consolidate generalist staff
2. Intermediate-term Opportunities
  - a. Procurement: Negotiate vendor agreements/contracts across institutions and implement eProcurement system housing shared catalogs for jointly negotiated pricing and contracts. Areas for highest savings are administrative (e.g. office supplies), scientific/medical supplies and facilities

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- b. Self-insurance: Migrate all institutions to shared self-insurance for health insurance
- 3. Long-term Opportunities
  - a. Centralize selected functional support staff (Finance, HR, IT and Research administration)
  - b. Converge into single ERP environment (two or three of the institutions likely need to upgrade to cloud-based platforms within the next 2-5 years)

A subcommittee was appointed to oversee phase two of this initiative. The subcommittee consists of the following Board members: Andy Scoggin (chair), Linda Clark, David Hill, and Richard Westerberg

The subcommittee engaged Huron Consulting for the second phase of the project, which deliverables include a proposed timeline and cost estimates for the various systemness projects.

**IMPACT**

This item is an update from the subcommittee on the efforts and direction of the systemness work.

**STAFF COMMENTS AND RECOMMENDATIONS**

An update will be provided by the subcommittee's chair.

**BOARD ACTION**

This item is for informational purposes only.